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ABSTRACT

This curriculum guide is intended to provide vocational teachers, supervisors, administrators, and counselors with a suggested model for organizing a course in general marketing. Discussed first are the philosophy, purpose, and objectives of the course. Second, course admissions and recruitment procedures are outlined. Included in the next three sections are descriptions of occupations related to marketing and distributive education, descriptions of Dictionary of Occupational Titles (DOT) code exit points, a list of employability skills, and a task listing by DOT code. After an outline of the structure and content of the curriculum is presented, a series of user guide sheets are provided. Each of these contains some or all of the following: the task or unit competency addressed, a performance statement, suggested instructional activities, a list of instructional materials needed, estimated class hours, estimated lab hours, a performance objective, and suggested testing activities and resources. Examined next are facility requirements and procedures for adapting the curriculum to serve various special needs students. The following instructional management information is included: guidelines for maintaining student competency records, procedures for criterion-referenced testing, and Georgia performance standards required for graduation. A glossary concludes the guide. (MN)

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MARKETING
DISTRIBUTIVE EDUCATION

SECONDARY CURRICULUM GUIDE

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GEORGIA DEPARTMENT OF EDUCATION

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1985

GENERAL MARKETING CURRICULUM

Developed By

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PURPOSE AND UTILIZATION OF THE CURRICULUM GUIDES

The purpose of this curriculum guide is to provide a suggested model for organizing vocational instructional content. In many cases, more material is available than may be needed, therefore, an instructor will need to adapt the content to meet his/her program needs.

While the guide is primarily oriented towards the classroom, whether as a primary resource or as a supplement to other teaching materials; it also assists administrators, counselors and lay people involved in local school systems. The following outline provides an overview of the various ways these groups may utilize the curriculum guides.

a) Vocational teachers.

-- Provide a guide for organizing their program of instruction,
-- Assist in establishing program objectives,
-- Serve as a curriculum materials resource guide,
-- Improve communications with employers and advisory committees,
-- Facilitate either group or self-paced instruction,
-- Facilitate competency based instruction,
-- Include content by quarter and semester.
-- Cross-reference with existing state developed instructional materials (Task Linkage for Marketing and Distributive Education)
-- Cross reference with existing IDECC materials

b) Vocational supervisors and administrators.

-- Assist in defining the scope and content of their programs,
-- Provide a means to improve curriculum management functions,
-- Serve as a guide for admissions and job placement functions,
-- Improve communications with employers and advisory committees.

c) Counseling and guidance staff.

-- Provide a data base for counseling and guidance personnel,
-- Identify student exit points (Career Options),
-- Serve a guide for admissions and job placement,
-- Correlate with new State Board of Education graduation requirements,
-- Provide specific content sequencing by quarter and semester for student scheduling,
-- Provide curriculum options for the disadvantages handicapped student, curriculum modifications for special needs students, and typical admission requirements for regular and special needs students.

d) Local curriculum coordination committees.

-- Serve as a guide in working out articulation arrangements,
-- Improve definitions of the relationship between secondary clusters and post secondary specialized programs.

Vocational teachers, supervisors and administrators, counseling and guidance staff and local curriculum coordination committees will be primary users of this guide, however, the use of the guide is not limited to these groups, but by any and all groups directly related in designing a vocational curriculum.

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PHILOSOPHY, PURPOSE, AND OBJECTIVES

PHILOSOPHY, PURPOSE AND OBJECTIVES

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PHILOSOPHY, PURPOSE AND OBJECTIVES INTRODUCTION

This section provides an overview of the philosophies, purposes and goals for vocational education in the State of Georgia. These are applied to vocational education at the secondary level, however, it is recognized that more specific philosophies, purposes and goals will be applicable depending on the character of the local program.

VOCATIONAL EDUCATION IN GEORGIA

A. PHILOSOPHY

The Georgia Board of Education perceives vocational education as a vital component in the education of the young and adult citizens of this State. Appropriate programs of vocational education and ancillary services should be made readily available to individuals in middle schools, high schools, postsecondary area vocational-technical schools, vocational divisions of junior colleges, vocational centers, the Quick Start program and other adult programs designed to train or retrain workers for useful and satisfying employment.

Special services and assistance must be provided to those who need it in order to participate or benefit from vocational education. This includes women, minorities, the displaced homemaker and other displaced workers, those with limited English-speaking ability, the disadvantaged and the handicapped.

Since men and women spend the greater part of their lives at some form of work, the State should provide opportunities for all its citizens to develop the knowledge, skills and attitudes necessary for them to secure personally satisfying and socially useful employment.

B. PURPOSE

The purpose of vocational education shall be to improve the economic well-being of Georgia citizens by preparing individuals, through organized learning experiences, to select, obtain and advance in recognized occupations.

SECONDARY VOCATIONAL EDUCATION

A. PURPOSE

The purpose of secondary vocation is to provide training opportunities to middle school students which are of sufficient variety and quality to enable them to make wise career choices, and at the high school level to become familiar with one or more occupations of interest and to specialize in a given occupation to the extent needed to acquire entry level job skills and knowledge, or to enter more specialized training at the postsecondary level.

B. OBJECTIVES

1. At the middle school level, to provide exploratory PECE programs.

2. At the high school level, to provide:

   a. Exploratory and prevocational and distributive education programs.
   b. Prevocational programs in occupational clusters for entry into specialized programs in the 11th and 12th grades, or at the postsecondary level.
   c. Training in marketing occupational skills of sufficient depth to gain entry-level employability, or the option to continue specialized training at the postsecondary level.
   d. Competency-based programs of occupational preparation which enable students advance as far as possible through a planned sequence of courses leading to an occupational objective of greatest interest to the student.
   e. Opportunities and activities for students to develop and improve affective skills needed for employment.
   f. Vocational guidance, counseling, remedial and supportive programs and services needed by students to select and complete a program of vocational education.
   g. Ancillary and supportive services necessary to ensure that all students have access to training opportunities regardless of race, sex, national orgin, disadvantagement or handicap.
   h. Opprotunities for students to obtain or improve Home Economics and Consumer Education skills.
   i. Vocational education programs such that 50% of those individuals who complete or leave a program of occupational preparation, and are available for employment in the field for which trained, or in a related field.

STATEMENT OF LOCAL SYSTEM PHILOSOPHY, PURPOSE AND GOALS FOR VOCATIONAL EDUCATION

(Insert your school's statement of
philosophy, purpose and goals here.)

ADMISSIONS AND RECRUITMENT

ADMISSIONS AND RECRUITMENT

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Admissions and Recruitment Introduction 3
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ADMISSIONS AND RECRUITMENT INTRODUCTION

This section provides an overview of the admissions and recruitment process. Several legal regulations and nondiscriminatory information statements are provided to emphasize the promotion of nondiscriminatory practices in vocational education throughout Georgia.

ADMISSIONS AND RECRUITMENT*

ADMISSIONS

The role of vocational education is to provide individuals with high quality occupational training in order to become productive members of society's work force. It is the purpose of the admissions office and the instructor for each program to recruit and admit those persons who have the most reasonable chance for success. Acceptance of students into a program should be based on the physical, mental and educational qualifications required for the program and the job.

Legal Aspects

Admission to a vocational program should not be denied on the basis of race, national origin, color, creed, sex or handicap. Instructors must be able to explain career options to these individuals. It is also important for the instructor to be able to explain federal laws and regulations which govern nondiscriminatory practices in education and on the job. Several important regulations are shown below.

- Title VI - Civil Rights Act of 1964 (nondiscrimination on the basis of race, color and national origin)
- Title IX - Educational Amendments of 1972 (nondiscrimination on the basis of sex)
- Section 504 of the Rehabilitation Act of 1973 (nondiscrimination on the basis of handicap)
- Guaranteed Loan Program of 1975
- Equal Pay Act of 1963

Nondiscriminatory Information

The following items are being implemented in Georgia vocational schools to promote nondiscriminatory practices.

- No student may be denied service, financial aid or other benefit on the grounds of race, color, sex, national origin, or handicap.
- No student may be treated differently from others in determining admission, enrollment, or eligibility in order to be provided any service, financial aid or other benefits.
- Males, females, minorities, and handicapped persons should be portrayed in both leadership and student roles.

- Males, females, minorities, and handicapped persons should be portrayed in nontraditional occupations.

- Emphasize that employers are required by law to employ without regard to race, color, creed, national origin, sex or handicapping conditions.

- Exclusion of persons on the basis of parental, family or marital status, pregnancy, childbirth, termination of pregnancy or recovery therefrom is prohibited.

- Avoid subtle or open bias against any individual or group of individuals.

- Limitations on the number or proportion of persons of either sex admitted to a program is prohibited.

- Avoid using of sex-fair language (i.e., Avoid using masculine pronouns when generalizing about a group. Replace "he" or "she" with "student".).

- Schools should be willing and have the ability to service the handicapped with programs and activities.

- Schools should have the availability of special services for handicapped students.

Job Placement

The school's job placement office should make accessible to students information regarding the nature of the job market, working conditions and salary expectations. The Occupational Information section of this Curriculum Guide will provide additional information in this area.

Student Records

Students records are maintained to provide students and instructors with a base to identify student strengths and weaknesses for placement into a program. Student records are also made available to other educational institutions or potential employers. The student record contains all information applicable to each student such as the application for admissions, medical records, transcripts, etc.

The Family Educational Rights and Privacy Act of 1974 allows the schools to disclose information about a student only if the student has been given the opportunity to refuse disclosure. Students have the right to the access of their personal records, however, students are not allowed to inspect certain types of confidential information related to their record or file. Related information which is not available to the student includes such items as parent's financial information, job placement records or records of law enforcement agencies.

Students records are confidential and are generally stored in a limited access storage area. It should also be explained to the student that some federal and state agencies are allowed access to the student records without their consent.

RECRUITMENT

The purpose of the recruitment process is to market vocational education and its programs. The goal of recruitment is to search for and identify potential students who want and need vocational education and then to familiarize them with the vocational programs available to them. Recruitment is a team effort; every staff member and student has the potential to be a recruiter.

The recruitment process is composed of three phases: research, planning and promotion.

Research

Before planning and promoting a recruitment program, each vocational program must conduct a self-evaluation. The following represent items which vocational programs should consider in the research phase of the recruitment process.

- Who constitutes our target population?
- Why do students choose a vocational program?
- Why don't students choose a vocational program?
- Once enrolled, why do students stay in a vocational program?
- What is our public image among?
    - students
    - parents
    - employers
    - general public
- Are vocational students used to assist in the recruitment for low enrollment programs?
- What recruitment techniques do current vocational students consider effective?
- How can we market programs with low enrollment more effectively?
- What are the vocational program's major strenghts?
- What are the vocational program's major weaknesses?

- What are the vocational program's major strengths in facilities?

- What are the vocational program's major weaknesses in facilities?

Planning

The planning phase of the recruitment process addresses deficiencies revealed by the research process. EXAMPLE: The research process identified that existing facilities are not accessible to the handicapped. In the planning phase, efforts are made to modify the existing facilities for accessibility by handicapped students.

Promotion

Promotion, the last phase of recruitment, is the most time consuming part of the process. This phase consists of generating, organizing and communicating recruitment ideas.

The following examples represent types of promotional activities which you may find beneficial with recruiting for vocational programs.

- Interacting with General Advisory Committee

Typically, general advisory committee members are influential in business and industry and are community leaders. Information gleaned from this committee is invaluable because these people are familiar with recent trends and changing conditions in business and in the economy. Members of protected populations should be actively sought to serve on the general advisory committee so that the entire community can have input into vocational programs. Because of their position as community leaders, business advisory committee members from protected populations can also serve as a recruitment function in their community, thereby improving vocational programs' opportunity to serve a broader segment of society.

- Interacting with Business Advisory Committees

Since members of business advisory committees generally have contact with a large number of potential students, interaction with these individuals is an important part of any recruitment effort. Individuals from protected populations should be encouraged to serve on business advisory committees so that they can become aware of the equal opportunity afforded to all students in vocational programs.

Designing Vocational Program Recruitment Publications

Publications such as vocational program catalogs, brochures and audiovisual presentations are excellent methods for promoting vocational programs. When designing publications, it is essential to include a variety of students from different races, colors, ages, sexes and handicapping conditions in illustrations, drawings, slides or film. The students illustrated should be involved in a broad range of occupational programs with an emphasis on nontraditional career opportunities available through vocational programs.

Open House

Schedule open house activities to allow the general public to meet the vocational staff and students and to learn more about the available vocational programs. The open house should be publicized as far in advance as possible. Media announcements and articles should be distributed so as to reach the broadest segment of the population, including women, minorities and members of limited English speaking communities.

Using student tour guides is an effective recruitment method since prospective students often find it easier to develop rapport with another student rather than a vocational staff member.

Visiting Local Business and Industry

It is important to inform employers that the vocational atmosphere encourages students to pursue the career of their choice. Employers must be assured that the vocational staff will send them the best qualified applicants for a position regardless of race, color, age, sex, national origin or handicap.

Civil, Social and Community Presentations

Opportunities to speak with service groups, church groups and other community organizations which represent a broad range of individuals should be made. In addition to addressing civic groups traditionally served in the past, new and emerging interest groups in the service area should be addressed.

Recruitment Day

Recruitment day provides students and parents an opportunity to visit vocational programs and obtain first hand information about vocational education.

Newspaper Coverage

Reports on vocational activities and student success stories sent to local newspapers help bring vocational programs to the attention of the general public. Newspapers are generally receptive to publishing articles and reports written by the vocational staff or students. Whenever possible, features and photographs sent to the press should include students of both sexes and members of minority groups. Students in nontraditional occupational roles should also be highlighted in feature stories prepared for the press.

- Radio and Television Coverage

As part of their public service functions, local radio and television stations have been willing to provide schools and vocational programs with time and coverage of noteworthy events. This coverage takes the form of Vocational Education Week, Open House or prior to other special events.

- Direct Mail

Sending information to targeted groups with an enclosed reply card has proven to be quite useful. Any direct mailings used for recruitment should include vocational program's nondiscriminatory policy statement and stress nontraditional career opportunities.

- Billboards

Sometimes outdoor advertising on local billboards can be an effective recruitment device provided the cost is not prohibitive. Whenever billboard advertising is used, vocational programs should be presented in a positive manner.

Considerations when Evaluating Recruitment

The following items should be considered when evaluating the promotional aspect of the recruitment effort.

- Is the recruitment plan or activity organized?
- Are the materials used free of discrimination or bias?
- Are students recruited into vocational programs which are usually considered to be nontraditional for their sex, race, national origin, color, age or handicap?
- Do recruitment teams include persons or different sexes, races, national origins, colors, ages or handicaps?
- Do promotional activities stress that each vocational program is available to both male and female students?
- Is the promotional material provided to the limited English speaking community in their native language?

- Does promotional material indicate that vocational programs are open to all students regardless of sex, race, national origin, color, age or handicap?
- Does the recruitment program reach all protected populations?

*Abstracted from: Georgia Department of Education, Admissions Guide and Testing Guide. AEC. Pittsburgh, Pennsylvania. 1982.

OCCUPATIONAL INFORMATION

OCCUPATIONAL INFORMATION

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OCCUPATIONAL INFORMATIONAL INTRODUCTION

This section provides an overview of the Marketing and Distributive Education field. Also included are specific job information and various characteristics pertinent to the D.O.T. exit points which can potentially be achieved in this Marketing and Distributive Education curriculum guide.

DESCRIPTION OF THE OCCUPATION

FOOD MARKETING

Bagger (Bagger/Courtesy Clerk)*
920.687-014

Nature of the Work

Baggers are employed to bag groceries and carry them from the checkout counter to customers' cars. They sort grocery items and place them in the bag in such a manner that products are not crushed or broken by heavier objects. They also see that too many heavy objects, such as canned goods, do not overload the bag nor create a weight problem when customers carry the bags from their car into the home.

Baggers are generally expected to see that grocery carts are returned to a designated area in the parking lot and that a sufficient supply are available to customers inside the store. They may also be required to perform some of the housekeeping duties.

Baggers are expected to create good will by being friendly, helpful and courteous. They are expected to create a final positive image of the business when the customer leaves its parking facility.

Working Conditions

Bagger/courtesy clerks are expected to work in a standing position, carry grocery bags and handle push carts. They will be expected to work indoors as well as out-of-doors, sometimes in adverse weather conditions. At times they will be expected to work under a great deal of time pressure during rush periods. Most supermarkets require baggers to work evening, weekend and holiday shifts. Most foodstore employees work in clean, comfortable, well-lighted stores that are well equipped. Some have employee lounges and facilities for taking breaks and eating lunch.

Part-time workers generally work during peak hours of business, daytime rush hours, holidays and weekends. They may be called on short notice to fill-in for regular employees. Bagger positions may be considered by many to be the beginning of a career ladder to other store positions.

Employment

Bagger/courtesy clerks work in retail food marketing stores, convenience stores, supermarkets, specialty line food stores and wholesale food outlets. Most jobs are in large supermarkets and convenience stores. Fewer jobs may be found in small grocery stores and the newer specialty line food stores. Baggers will find more job opportunities in major cities and urban areas than in rural areas. However, nearly every town has one or more locally owned or chain supermarket.

Training, Other Qualifications, and Advancement

In large supermarkets, new employees usually begin as trainees. When hiring trainees, employers look for high school graduates. Applicants who have less than a high school education may be hired if they qualify in other respects, however, many employers make it a policy to hire only high school graduates. A neat appearance, an outgoing personality, and the ability to get along with people are important.

New bagger/courtesy clerks learn their jobs by helping and observing experienced employees. The can generally learn their jobs in several weeks. Some may be prepared in less time.

Baggers are provided with excellent opportunities for advancement. They frequently move up to better paying jobs as grocery and produce clerks, head clerks and grocery department managers. With additional experience and/or training they may be promoted to produce managers, assistant store managers and managers. Depending on the circumstances, advancements may come quickly for conscientious individuals. Advancements in small foodstores are usually limited, but employees may get all-around experience to start their own small businesses.

All employees are eligible to take home study courses offered by Cornell University in cooperation with the Food Marketing Institute to improve their chance for advancement. The National Association for Retail Grocers also offers several management workshops in cooperation with land grand universities. Many chain food marketing companies provide management training programs to their employees for advancement within the organization.

Job Outlook

Employment through the 1980's is expected to grow about as fast as the average for all industries. Large supermarkets, the major employer of baggers, are expected to provide more opportunities than other types of stores. In addition to new jobs created by growth, many new openings will occur every year because of turnover and advancement of other workers. Relatively high turnover among baggers will continue to create many openings. Employment will not be expected to increase as rapidly as foodstore sales because technological innovations will increase employee productivity.

The outlook for part-time jobs as baggers/courtesy clerks is very good. Large numbers of foodstore employees are students who are supplementing their income while attending school. After completing school, many leave for jobs in other industries. Many part-time baggers work for only short periods. As a result, there are many part-time job opportunities that frequently lead to full-time jobs.

Related Occupations

Bagger/courtesy clerks may find jobs in such closely related occupations as grocery clerks, produce clerks, meat counter clerks, sales clerks, stockers, assistant store managers and store managers. Additional training or education and work experience will be required for some of these jobs.

Sources of Additional Information

Additional information may be obtained from local food marketing businesses and the local office of the State employment service. Information may also be obtained from the National Association for Retail Grocers.

*Occupational Outlook Handbook. Washington: U.S Department of Labor, 1980-81.

Sales Clerk, Food (Grocery Clerk)*
290.477-018

Nature of the Work

Grocery clerks keep shelves in the grocery department stocked with merchandise. They count items of merchandise on the shelves and in the stockroom and decide how much to reorder from the warehouse. They arrange merchandise to create attractive displays. They help customers find what they want and answer questions regarding merchandise. In addition to marking prices on grocery items, they take inventory and identify which items need to be replenished or recorded. Occasionally, they operate cash registers or bag groceries.

Courteous and efficient service by grocery clerks is important in the grocery department in building and maintaining a store's reputation. Many jobs for grocery clerks are found in convenience stores and require an individual who can meet and communicate with customers.

Working Conditions

Almost all foodstore employees must be able to stand several hours at a time. Stock clerks must be capable of lifting cases of merchandise which weighs up to 50 pounds. Many grocery clerks work a 5 day, 40 hour week, although in some stores the standard workweek is longer. Since Saturday is a busy day, the employees usually work that day and have a weekday off. Those employed in suburban shopping centers may work one or more evenings a week. In large cities, especially in industrial areas, stores remain open all night and grocery clerks work night shifts in these stores. Most work in clean comfortable, well-lighted stores that are well equipped. Generally, sufficient equipment for moving merchandise is available to store clerks. Some have employee lounges and facilities for taking breaks and eating lunch.

Part-time grocery clerks may work during peak hours, daytime rush hours, evenings and weekends. They may be called to work on short notice to fill in for regular employees.

Employment

Grocery clerks work in retail food stores, convenience stores, supermarkets, specialty line food stores and wholesale food outlets. Most jobs are in large supermarkets, convenience stores and the newer type specialty stores. Fewer jobs may be found in small grocery stores and wholesale cutlet stores. Grocery clerks will find more job opportunities in major cities and urban areas than in rural areas.

Training, Other Qualifications, and Advancement

In large supermarkets, new employees often begin as trainees. When hiring trainees employers look for high school graduates who are good at arithmetic. A neat appearance, an outgoing personality, and the ability to get along with people are important. Applicants who have less than a high school education may be hired if they qualify in other respects, however, many employers make it a policy to hire only high school graduates.

New grocery clerks learn their jobs mostly on the job by helping and observing experienced employees. Grocery clerks generally can learn their jobs in several months. Some jobs may be learned in less time.

Grocery clerks are provided with excellent opportunities for advancement. They frequently move up to better paying jobs as head clerks and grocery department managers. With additional experience and/or training, they may be promoted to assistant store managers and store managers. Depending on the circumstances, advancements may come quickly for conscientious individuals. Advancement in small foodstores usually is limited, but employees may get all-round experience to start their own small businesses.

All employees are eligible to take home study courses to improve their chance for advancement. These are offered by Cornell University in cooperation with the Food Marketing Institute. The National Association for Retail Grocers also offers several management workshops in cooperation with land grant universities. Many chain food marketing companies provide management training programs for advancement within the organization to their employees.

Job Outlook

Employment through the 1980's is expected to grow about as fast as average for all industries. Large supermarkets and small convenience stores are expected to grow faster than other types of stores. In addition to new jobs created by growth, many new openings will occur every year because of death, retirement and separation from the labor force. Relatively high turnover among grocery clerks will continue to create many openings. Employment will not be expected to increase employee productivity. Computer assisted cash registers that keep track of the store's inventory and places orders accomplish many duties formerly handled by grocery clerks.

Another innovation likely to affect future employment of grocery clerks is the increased use of labor-saving methods of displaying merchandise. The use of large bins or wire baskets that can be moved into the display area on a forklift is reducing the need for shelf stocking in some stores.

The outlook for part-time jobs as grocery clerks is very good. Large numbers of foodstore employees are students who are supplementing their income while attending school. After completing school, many leave for jobs in other industries. Many part-time grocery clerks work for only short periods. As a result, there are many part-time job opportunities that frequently lead to full-time jobs.

Related Occupations

Grocery clerks may find jobs in such closely related occupations as produce clerks, meat counter clerks, sales clerks, stockers, assistant store managers and store managers. Grocery clerks may also find jobs in wholesaling occupations in food distribution or closely related areas.

Sources of Additional Information

Additional information may be obtained from local food marketing businesses and food specialty stores as well as the local office of the State employment service. Additionally, representatives of major food store chains may be contacted for information and career materials. Major publishing companies in the field provide valuable information which may be of use.

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*Occupational Outlook Handbook. Washington: U.S. Department of Labor, 1980-81.

Cashier-Checker (Cashier-Checker)*
211.462-014

Nature of Work

Supermarkets, movie theaters and restaurants are among the many businesses that employ cashiers to handle payments from customers. Most cashiers receive money, make change, fill out charge forms and give receipts. The related occupation of bank teller is discussed elsewhere in the Handbook.

In addition to these duties, cashiers, depending on their place of employment, may do other work and have different job titles. Those employed in theaters, for example, are often called box office cashiers or ticket sellers. They operate ticket-dispensing machines and answer telephone inquiries. Restaurant cashiers, sometimes called cashier checkers, may handle reservations for meals and special parties, type menus, or sell items at the candy and cigarette counter. In supermarkets and other self-service stores, cashiers known as checkout clerks, checkers, or grocery clerks wrap or bag purchases. They also may restock shelves and mark prices, rearrange displays of merchandise, and take inventory. In many offices, cashiers, known as agency or front-office cashiers, type, operate the switchboard, do bookkeeping, and act as receptionists.

Cashiers operate several types of machines. Many use cash registers that print the amount of the sale on a paper tape. A rapidly growing number of cashiers operate electronic registers, computerized point-of-sale registers, or computerized scanning systems. Depending upon its complexity, a computerized system may automatically calculate the necessary taxes and record inventory numbers and other information. Such registers are replacing less versatile, conventional models in many stores. Cashiers who work in hotels and hospitals use machines that record charges for telephone, medical and other services and prepare itemized bills. Cashiers may also operate adding and change-dispensing machines.

Working Conditions

Most cashiers work indoors, often in small booths or behind counters located near store entrances. They may have to stand for long periods of time. In some cases, they are exposed to cold drafts in the winter and considerable heat during the summer.

Employment

In 1980, about 1,600,000 persons worked as cashiers. More cashiers work in supermarkets and other foodstores than in any other kind of store. However, cashiers are needed in businesses and organizations of all types of sizes, and many find jobs in department stores, drugstores, hardware stores, furniture stores, and other kinds of retail stores. Restaurants, hotels, theaters, schools and hospitals also employ a large number of cashiers. Businesses employing cashiers are located in large cities, suburban chopping centers, small towns, and rural areas. The Federal Government employs a small number, primarily in the Department of Defense, in clubs, cafeterias, and exchanges on military installations.

Opportunities for part time work are very good. Nearly half of all cashiers work part time; about 1 in 4 is a student.

Training, Other Qualifications, and Advancement

Employers prefer beginning cashiers with high school diplomas. Although there are no specific educational requirements, courses in business arithmetic, bookkeeping, typing, and other business subjects are good preparation for cashier jobs. Cashier training is offered as part of many public school vocational programs.

Many employers offer on-the-job training for cashiers. In a small firm, the beginner is trained on the job by an experienced worker. In large firms, cashier training programs often include classroom instruction in the use of electronic or computerized registers and in other phases of cashier's jobs. Many persons enter cashier positions without significant prior work experience. For some jobs, however, employers seek persons who have special skills or business experience, such as typing or selling. Many openings, especially fill time positions, are filled by promoting qualified part time workers already employed by the firm.

Persons who want to become cashiers should be able to do repetitious work accurately. They need finger dexterity, a high degree of eye-hand coordination, and an aptitude for working with figures. Because they meet the public, cashiers should be neat in appearance and able to deal tactfully and pleasantly with customers.

Promotion opportunities for cashiers tend to be limited. However, the cashier's job affords a good opportunity to learn an employer's business and so may serve as a stepingstone to a more responsible job, such as bookkeeper or manager. Cashiers working in chainstores and other large retail businesses, for example, may advance to department or store managers.

Job Outlook

Many job openings for cashiers are expected through the 1980's. The occupation is large, and employment is expected to grow faster than the average for all occupations. Growth in eating and drinking places, particularly in fast food chains, is expected to be especially rapid. However, even more openings will occur as cashiers transfer to other occupations or leave the labor force. Opportunities for part-time employment are also expected to continue to be very good.

Employment of cashiers is likely to be affected by the use of computerized checkout systems, which are beginning to replace cash registers in some supermarkets. An optical or magnetic scanner transmits the code number (Universal Product Code-UPC) of each purchase to a computer that is programmed to record a description and price of the item, add tax, and print out a receipt. The computer also keeps track of the store's inventory and places orders with the warehouse when stock is needed. The widespread adoption of automated checkout systems in supermarkets and other establishments is expected to slow employment growth of cashiers and other workers. However, resistance from consumer and labor groups may limit the adoption of such systems. Employment in the supermarket industry is not very sensitive to fluctuations in the economy, since people must eat whether they have a job or not.

Related Occupations

Cashiers pay or receive money and keep account of such exchanges. Other workers with similar duties include bank tellers, ticket sellers, post office clerks, toll collectors, sales clerks, and adding-machine operators.

Sources of Additional Information

Details about employment opportunities are available from local businesses and the local office of the State employment service.

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*Occupational Outlook Handbook. Washington: U. S. Department of Labor, 1980-81.

Sales Clerk, Food (Produce Clerk)*
290.477-018

Nature of the Work

Produce clerks maintain displays of fruits and vegetables. They rotate produce so that goods received in the store first are sold first. They use special techniques to keep the stock attractive and as fresh as possible. Lettuce and other fresh greens are moistened and chilled to preserve crispness. Since customers tend to handle the produce and leave it poorly arranged, they must continuously maintain the produce area, discard damaged produce, and rearrange it periodically.

Produce clerks help unload delivery trucks and store fruits and vegetables properly in the storeroom. They move merchandise to the sales floor which requires lifting heavy crates and boxes. They keep the produce department clean, answer customers questions, and weigh and package produce. Many times they mark the weight and/or price on the package.

Produce clerks must be courteous to customers, assist them in selecting produce and answer questions in order to contribute to the store's reputation. In small stores and convenience stores they may spend time operating the cash register, bagging merchandise, and stocking other merchandise.

Working Conditions

Produce clerks are required to stand on their feet and continuously move about the department. They must be able to lift heavy crates and boxes, sometimes as heavy as 50 to 60 pounds. Many work a 5 day, 40 hour week, although they may have to work longer hours. Since Saturday is a busy day, produce clerks generally work that day and have a weekday off. Produce clerks in suburban areas are likely to work one or more evenings during the week. In large metropolitan industrial areas, the grocery store may remain open all night and produce clerks work a night shift.

Most work in clean, comfortable well-lighted stores that are well equipped. They work in moist surroundings, many times handling ice and mist spraying equipment. They may have access to employee lounges and facilities for taking breaks and eating lunch. They seldom are required to go out of doors, except to unload trucks adjacent to a loading dock.

Part-time produce clerks may work during peak hours, daytime rush hours, evenings and weekends. They may be called to work on short notice to fill in for regular employees.

Employment

Produce clerks work in retail food stores, produce markets and wholesale centers. Most jobs are in large supermarkets in the produce department. Fewer jobs may be found in produce centers and "farmer's markets". Jobs are most plentiful in large cities since smaller businesses tend to combine two or more types of clerks into one job.

Training, Other Qualifications, and Advancement

New employees often begin as trainees in large supermarkets and produce markets. Generally, high school graduates may enter the field. They are expected to be neat in appearance, have an outgoing personality and have the ability to get along with people. Applicants who wish to work as a produce clerk who have less than a high school education may be hired if they qualify in other respects. Many employers, however, make it a policy to hire only high school graduates.

Produce clerks generally learn their jobs on the job by helping and observing experienced employees. Produce clerks may learn their jobs in several months, and some in less time. Opportunities for advancement for produce clerks are excellent. They, like other employees in grocery stores and supermarkets, frequently move up to better paying jobs with more responsibilities and prestige. With additional experience and training, they may be promoted to produce managers, produce buyers, produce supervisors, assistant store managers and store managers. Depending on the circumstances, advancements may come quickly for aggressive individuals. Advancements in small produce markets may come slowly unless the produce clerk moves to a new employer.

Many large firms have systematic training programs for manager trainees.

Job Outlook

Employment through the 1980's is expected to grow faster than all other retail industries. In addition to new jobs created by growth, many new openings will occur every year due to death of workers, retirement and separation from the labor force. Relative high turnover among produce clerks will continue to create many openings. Technological innovations will increase employee productivity at a slower rate than the rapidly expanding foodstore sales. Computer assisted cash registers that assist in controlling inventory and placing orders will accomplish many tasks formerly handled by produce clerks in the past.

Another innovation likely to affect future employment of produce clerks is the increased use of labor-saving methods and machinery. The use of large bins or wire baskets that can be moved into the display area on forklifts is reducing the need for stocking displays in some stores.

The outlook for part-time jobs as produce clerks is very good. Large numbers of foodstore employees are students who are supplementing their income while attending school. After completing school, many leave for full-time jobs in other industries. Many part-time produce clerks work for only short periods. As a result, there are many part-time job opportunities that frequently lead to full-time jobs.

Related Occupations

Produce clerks may find employment in closely related jobs such as grocery clerks, meat counter clerks, sales clerks, stockers, assistant store managers and store managers. Produce clerks may also find jobs in wholesaling occupations in the field.

Sources of Additional Information

Additional information may be obtained from local food market businesses and food specialty stores as well as the local office of the State employment service. Representatives of major food store chains may be contacted for further information and career related materials. Major publishing companies in the field provide additional valuable information.

*Occupational Outlook Handbook. Washington: U.S. Department of Labor, 1980-81.

FOOD SERVICE MARKETING

Waiters' Assistants and Kitchen Helpers (Dining Room Attendants)*
311.677-018

Nature of the Work

Clean and attractive table settings are as important to a restaurant's reputation as the quality of food it serves. An egg-stained fork, a soiled tablecloth, or an empty salt shaker can make a customer unhappy. Waiters' assistants and kitchen helpers provide the quick hands and sharp eye needed to prevent such problems.

Assistants do many jobs that otherwise waiters and waitresses would have to do. They clear and reset tables, carry soiled dishes to the dishwashing area, bring in trays of food, and clean up spilled food and broken dishes. By taking care of these details, assistants give waiters and waitresses more time to serve customers.

In addition, they may assist bartenders by keeping the bar supplied with liquor, mixes, and ice; stocking refrigerators with beer and wine; and replacing empty beer kegs with full ones. They also keep the area behind the bar clean and remove empty bottles and trash.

Waiters' assistants help waiters and waitresses in some restaurants by serving water and bread and butter to customers. In addition, when business is light, they do various jobs such as refilling salt and pepper shakers and cleaning coffee pots.

In order to maintain an efficient and hygienic kitchen, kitchen helpers clean food preparation and storage areas, sweep and scrub floors, remove garbage, and separate trash. Other kitchen duties may include moving supplies and equipment from storage to work areas, performing some easy food preparation functions, and washing pots and pans used in cooking. They also furnish a support system for the dining room staff by scraping food from plates, stacking them in the dishwasher, cleaning silver flatware, and removing water spots from glassware.

Working Conditions

Most assistants and kitchen helpers work less than 30 hours a week. Some are on duty only a few hours a day during either the lunch or dinner period. Others work both periods but may take a few hours off in the middle of the day. Weekend and holiday work often is required.

Job hazards include the possibility of falls, cuts, and burns, but injuries are seldom serious. The work is strenuous, however, since these workers have to lift heavy trays filled with dishes, and large pots and pans.

Employment

About 280,000 assistants and 840,000 kitchen helpers were employed in 1980. Most worked only part-time.

Most assistants and kitchen helpers work in restaurants, bars and hotels. Kitchen helpers also work in schools, hospitals, and other institutional dining operations.

Training, Other Qualifications, and Advancement

A high school education is not needed to qualify for jobs as waiters' assistants and kitchen helpers, and many employers will hire applicants who do not speak English. Assistants and kitchen helpers must be in good physical condition and have physical stamina because they stand most of the time, lift and carry trays, and work at a fast pace during busy periods. State laws often require them to obtain health certificates to show that they are free of contagious diseases. Because of their close contact with the public, assistants should be neat in appearance, have good personal hygiene, and get along well with people.

Promotions for waiters' assistants and kitchen helpers are limited. Assistants sometimes advance to positions as waiter or waitress, and kitchen helpers occasionally advance to cook's helper or short-order cook. The ability to read, write, and do simple arithmetic is required for promotion. Opportunities for advancement generally are best in large restaurants and institutions.

Job Outlook

Job openings for waiters' assistants and kitchen helpers are expected to be plentiful in the years ahead. Many openings will result from the need to replace workers who find jobs in other occupations, retire, or die. Turnover is particularly high among part-time workers. Many assistants and kitchen helpers are students who work part-time while attending school.

Additional openings will result from an increase in demand for these workers. Employment of waiters' assistants and kitchen helpers is expected to increase faster than the average for all occupations through the 1980's as population growth, higher incomes, and more leisure time create more business for restaurants. With more women joining the work force, families may increasingly find dining out a welcome convenience.

Related Occupations

Other jobs which require little formal education but provide comfort and convenience to people are bell captains, building custodians, waiters and waitresses, hospital attendants, and porters.

Sources of Additional Information

Information about job opportunities may be obtained from local employers and local offices of the State employment service.

For general information about waiters' assistants and kitchen helpers, write to the National Institute for the Foodservice Industry, 20 North Wacker Dr., Suite 2620, Chicago, IL 60606.

*Occupational Outlook Handbook. Washington: U.S. Department of Labor, 1982-83.

Food Counter Workers (Cafeteria Counter Attendant)*
311.677-014

Nature of the Work

Speed of service and accuracy in handling orders are the most important job skills for food counter workers. Typical duties include taking customers' orders, serving food and beverages, making out checks, and taking payments. At drugstore fountains and in diners, they also may cook, make sandwiches and cold drinks, and prepare sundaes and other ice cream dishes. In hamburger carryouts, where food is prepared in an assembly line manner, counter workers may take turns waiting on customers, making french fries, toasting buns, and doing other jobs.

Counter workers in cafeterias supply serving lines with desserts, salads, and other dishes, in addition to filling customers' plates with meats and side orders. Cafeterias usually employ central cashiers to take payments and make change.

Counter workers also do odd jobs, such as cleaning kitchen equipment, sweeping and mopping floors, and carrying out trash.

Working Conditions

Since most counter workers are on duty less than 30 hours a week, some work only a few hours a day. Many others may work split breakfast-dinner shifts and have a few hours off in the middle of the day. This flexible schedule enables students to fit working hours around classes. Evening, weekend and holiday work often is required.

During busy periods, food counter workers must work quickly and effectively under pressure. The ability to function as a member of a team is important. Other job requirements include the ability to stand for long periods of time and to perform tasks within a restricted area. Unlike waiters and waitresses, food counter workers do not handle heavy trays, but are exposed to minor injuries from sharp implements or flatware, wet floors, or hot utensils or grease.

Employment

Counter workers serve customers in eating places that specialize in fast service and inexpensive food, such as hamburger and fried chicken carryouts, drugstore soda fountains, and school and public cafeterias. Based on a Bureau of the Census survey, an estimated 426,000 persons, most of whom worked part-time, had food counter jobs in 1980.

Training, Other Qualifications, and Advancement

For counter jobs that require totaling bills and making change, employers prefer to hire persons who are good in arithmetic and have attended high school, although a diploma usually is not necessary. Managers of fast-food restaurants often hire high school students as part-time counter workers. Counter jobs in cafeterias have no specific educational requirements.

Most counter workers learn their skills on the job by observing and working with more experienced workers. Some employers, including most fast-food restaurants, use self-study instructional booklets and audiovisual aids to train new employees.

Because counter workers deal with the public, a pleasant personality and neat and clean appearance are important. Good health and physical stamina also are needed to stand most of the time and work at a fast pace during busy periods. State laws often require counter workers to obtain health certificates to show that they are free of contagious diseases.

Opportunities for advancement are limited in small eating places. Some counter workers move into higher paying jobs and learn new skills by transferring to a larger restaurant. Advancement can be to cashier, cook, waiter or waitress, counter or fountain supervisor, or, for counter workers in cafeterias, to line supervisor. Many large companies, such as the nationwide hamburger chains, operate formal management training programs, while others offer informal on-the-job training. Counter workers who are dependable and show leadership ability may qualify for these programs.

Job Outlook

Job openings for food counter workers are expected to be plentiful in the years ahead. Most openings will result from the need to replace workers who find jobs in other occupations, retire, or die. Because many counter workers are students who work part-time and leave the occupation after graduation, turnover is high.

Employment of counter workers is expected to increase faster than the average for all occupations through the 1980's, as population growth and rising personal incomes create more business for eating places. In addition, with more women joining the work force, families may increasingly find dining out a welcome convenience. Expansion of the restaurant industry, particularly the fast-food segment, will create many job openings. Thus jobs should be relatively easy to find.

Related Occupations

Most food counter workers' duties include taking food orders, serving food and beverages, and collecting payments; often they are rushed to take care of customers. Other workers who have similar jobs include short order cooks, waiters and waitresses, and bartenders.

Sources of Additional Information

Information about job opportunities may be obtained from local employers and local offices of the State employment service.

For general information about food counter workers, write to the National Institute for the Foodservice Industry, 20 North Wacker Dr., Suite 2620, Chicago, IL 60606.

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*Occupational Outlook Handbook. Washington: U.S. Department of Labor, 1982-83.

Waiters/Waitresses, Informal (Waiters/Waitresses, Informal)*
311.477-030

Nature of the Work

Whether they work in small lunchrooms or fashionable restaurants, all waiters and waitresses have jobs that are essentially the same. They take customers' orders, serve food and beverages, make out checks, and sometimes take payments. The manner in which waiters and waitresses go about their work may vary considerably, however. In diners, coffee shops, and other small restaurants, they are expected to provide fast, efficient service. In eating places where meals are served elaborately and a great deal of emphasis is placed the satisfaction and comfort of each guest, waiters and waitresses serve food at a more leisurely pace and offer more personal service to their customers. For example, they may suggest wines and explain the preparation of items on the menu.

Depending on the type of restaurant, waiters and waitresses may perform duties other than waiting on tables. These tasks may include setting up and clearing tables and carrying soiled tableware to the kitchen. Although very small restaurants usually combine waiting on tables with counter service or cashiering, larger or more formal restaurants frequently relieve their waiters and waitresses of these additional duties.

Working Conditions

Some waiters and waitresses work split shifts - that is, they work for several hours during the middle of the day, take a few hours off in the afternoon, and then return to their jobs for the evening hours. Most are expected to work on holidays and weekends. The wide range in dining hours creates a good opportunity for part-time work. Waiters and waitresses stand most of the time and often have to carry heavy trays of food. During dining hours, they may have to rush to serve several tables at once. The work is relatively safe, but they must be careful to avoid slips or falls and burns.

Employment

About 1,700,000 waiters and waitresses were employed in 1980. A large proportion worked part-time (less than 35 hours a week). Most worked in restaurants; some worked in hotels, colleges, and factories that have restaurant facilities. Jobs are located throughout the country but are most plentiful in large cities and tourist areas. Vacation resorts offer seasonal employment, and some waiters and waitresses alternate between summer and winter resorts instead of remaining in one area the entire year.

Training, Other Qualifications, and Advancement

Most employers prefer to hire applicants who have had at least 2 or 3 years of high school. A person may start as a waiter or waitress, or advance to that position after working as a waiter's assistant, carhop, or food counter worker. Most waiters and waitresses pick up their skills on the job, learning to set tables, take orders from customers, and serve food in a courteous and efficient manner. At least 3 months' experience is preferred by larger restaurants and hotels. These larger operations also usually have higher educational standards. Some public and private vocational schools, restaurant associations, and large restaurant chains provide classroom training in a generalized food service curriculum. Other employers use self-instructional programs to train new employees. In these programs, an employee learns food preparation and service skills by observing film strips and reading instructional booklets.

Because people in this occupation are in close and constant contact with the public, a neat and clean appearance is important. Since waiters and waitresses must serve customers quickly and under pressure during busy periods, an even disposition is also important. Physical stamina also is necessary, as waiters and waitresses are on their feet for hours at a time, lifting and carrying trays of food from kitchen to table. Waiters and waitresses also should be good at arithmetic and, in restaurants specializing in foreign foods where some customers may not speak English, knowledge of a foreign language is helpful. State laws often require waiters and waitresses to obtain health certificates showing that they are free of contagious diseases.

Due to the small size of most fast-serving establishments, opportunities for promotion in this specific area are limited. After gaining some experience, however, a waiter or waitress may transfer to a larger restaurant where earnings and prospects for advancement are better. Successful waiters and waitresses are those who genuinely like people, offer good service, and possess the ability to sell and make people feel comfortable rather than just take orders and deliver food. Advancement can be to cashier or supervisory jobs, such as host or hostess, maitre d'hotel, or dining room supervisor. Some supervisory workers advance to jobs as restaurant managers.

Job Outlook

Job openings are expected to be plentiful in the years ahead, mainly due to the need to replace waiters and waitresses who find other jobs or who retire, die, or stop working for other reasons. Turnover is particularly high among part-time workers. Many waiters and waitresses are students working part-time who find other jobs after graduation. In addition to the job openings from turnover, many will result from growth in demand for these workers.

Employment of waiters and waitresses is expected to grow about as fast as the average for all occupations through the 1980's, as population growth and rising personal income create more business for restaurants. Higher incomes and more leisure time will permit people to dine out more often. Also, with more women joining the work force, families may increasingly find dining out a welcome convenience.

Beginners will find their best opportunities for employment in the thousands of informal restaurants. Those who seek jobs in expensive restaurants may find keen competition for the jobs that become available.

Related Occupations

Other workers whose jobs involve serving customers and helping them feel at ease and enjoy themselves include flight attendants, butlers, counter workers, hosts and hostesses, and bellhops.

Sources of Additional Information

Information about job opportunities may be obtained from local employers and local offices of the State employment service.

General information on waiter and waitress jobs is available from the National Institute for the Foodservice Industry, 20 North Wacker Dr., Suite 2620, Chicago, IL 60606.

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*Occupational Outlook Handbook. Washington: U.S. Department of Labor, 1982-83.

Host/Hostess, Restaurant (Hosts/Hostesses, Restaurant)*
310.137-010

Nature of the Work

Hosts/hostesses supervise and coordinate activities of dining room personnel to provide fast and courteous service to patrons. They schedule dining reservations, arrange parties or special services for diners, greet guests, escort them to tables, and provide menus. A host/hostess adjusts complaints of patrons. They assign work tasks and coordinate activities of dining room personnel to insure prompt and courteous service to patrons. They inspect dining room serving stations for neatness and cleanliness, and requisition table linens and other dining room supplies for tables and serving stations. A host or hostess may interview, hire, and discharge dining room personnel and may train dining room employees and may schedule work hours and keep time records or dining room workers and may assist in planning menus.

Working Conditions

Some hosts and hostesses work split shifts--that is, they work for several hours during the middle of the day, take a few hours off in the afternoon, and then return to their jobs for the evening hours. Most are expected to work on holidays and weekends. The wide range in dining hours creates a good opportunity for part-time work. Hosts and hostesses stand most of the time. The work is relatively safe, but they must be careful to avoid slips or falls and burns.

Employment

More than half of all hosts and hostesses work part-time (less than 35 hours a week). Most work in restaurants; some work in hotels, colleges and factories that have restaurant facilities. Jobs are located throughout the country but are most plentiful in large cities and tourist areas.

Training, Other Qualifications, and Advancements

Most hosts/hostesses start work in an unskilled position such as dining room attendant or waiter/waitress and acquire their skills on the job. However, an increasing number of hosts and hostesses are obtaining high school and post-high school vocational training in Food Service.

Although most hosts and hostesses pick up their skills on the job, at least 3 months experience is preferred by larger restaurants and hotels. Some public and private vocational schools, restaurant associations, and some large restaurant chains provide classroom training. Other employers use self-instruction programs to train new employees. In these programs, an employee learns food preparation and service skills by observing filmstrips and reading instructional booklets.

Because people in this occupation are in close and constant contact with the public, a neat appearance and an even disposition are important qualifications. Physical stamina also is important. Hosts and hostesses should be good at arithmetic and, in restaurants specializing in foreign food where customers may not speak English, knowledge of a foreign language is helpful. State law often requires hosts and hostesses to obtain health certificates showing that they are free of contagious diseases.

Opportunities for promotion in this occupation are limited, due to the small size of most food-serving establishments. After gaining experience, however, a host or hostess may transfer to a larger restaurant where earnings and prospects for advancement may be better. The most successful hosts and hostesses are those who genuinely like people and are interested in offering service. Advancement can be to restaurant manager. High school or vocational school courses in business arithmetic and business administration are helpful in advancing to management positions.

Job Outlook

Job openings are expected to be plentiful in the years ahead, mainly due to the need to replace the hosts and hostesses who find other jobs or who retire, die, or stop working for other reasons. Turnover is particularly high among part-time workers. About one-fourth of the hosts and hostesses are students, most of whom work part-time while attending school and then find other jobs after graduation. In addition to the job openings from turnover, many will result from employment growth.

Employment of hosts and hostesses is expected to grow about as fast as the average for all occupations through the mid-1980's, as population growth and higher incomes create more business for restaurants. Higher incomes and more leisure time will permit people to eat out more often. Also, as an increasing number of wives work, more and more families may find dining out a welcome convenience.

Beginners will find their best opportunities for employment in the thousands of informal restaurants. Those who seek jobs in expensive restaurants may find keen competition for the jobs that become available.

Related Occupations

Hosts/Hostesses have an opportunity to work in a wide range of occupations which are related to their jobs. In addition to dining room attendants, food counter workers, waiters/waitresses, cooks and kitchen help, they may become maitre d's, dining room managers, wine stewards/stewardesses, catering managers, beverage servers, restaurant assistant managers and restaurant managers. Most advancements come through application of oneself and commitment to the field. Generally, experience on the job is the best way to gain promotion to related jobs, however, in recent years several colleges and major food service franchise chains have begun to offer courses and/or degrees in the food service industry.

Sources of Additional Information

Information regarding host/hostess occupations may be obtained from several state and national restaurant associations, from local restaurant owners and operators and from colleges or universities offering such programs. Additional information may be obtained from major publishing companies in the field, i.e., McGraw-Hill, South Western Publishing Company.

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*Occupational Outlook Handbook. Washington: U.S. Department of Labor, 1980-81.

Waiters' Assistants and Kitchen Helpers (Lunchroom or Coffee Shop Counter Attendant)*

311.477-014

Nature of the Work

Clean and attractive table settings are as important to a restaurant's reputation as the quality of food it serves. An egg-stained fork, a soiled tablecloth, or an empty salt shaker can make a customer unhappy. Waiters' assistants and kitchen helpers provide the quick hands and sharp eye needed to prevent such problems.

Assistants do many jobs that otherwise waiters and waitresses would have to do. They clear and reset tables, carry soiled dishes to the dishwashing area, bring in trays of food, and clean up spilled food and broken dishes. By taking care of these details, assistants give waiters and waitresses more time to serve customers.

In addition, they may assist bartenders by keeping the bar supplied with liquor, mixes, and ice; stocking refrigerators with beer and wine; and replacing empty beer kegs with full ones. They also keep the area behind the bar clean and remove empty bottles and trash.

Waiters' assistants help waiters and waitresses in some restaurants by serving water and bread and butter to customers. In addition, when business is light, they do various jobs such as refilling salt and pepper shakers and cleaning coffee pots.

In order to maintain an efficient and hygienic kitchen, kitchen helpers clean food preparation and storage areas, sweep and scrub floors, remove garbage, and separate trash. Other kitchen duties may include moving supplies and equipment from storage to work areas, performing some easy food preparation functions, and washing pots and pans used in cooking. They also furnish a support system for the dining room staff by scraping food from plates, stacking them in the dishwasher, cleaning silver flatware, and removing water spots from glassware.

Working Conditions

Most assistants and kitchen helpers work less than 30 hours a week. Some are on duty only a few hours a day during either the lunch or dinner period. Others work both periods but may take a few hours off in the middle of the day. Weekend and holiday work often is required.

Job hazards include the possibility of falls, cuts, and burns, but injuries are seldom serious. The work is strenuous, however, since these workers have to lift heavy trays filled with dishes, and large pots and pans.

Employment

About 280,000 assistants and 840,000 kitchen helpers were employed in 1980. Most worked only part-time.

Most assistants and kitchen helpers work in restaurants, bars and hotels. Kitchen helpers also work in schools, hospitals, and other institutional dining operations.

Training, Other Qualifications, and Advancement

A high school education is not needed to qualify for jobs as waiters' assistants and kitchen helpers, and many employers will hire applicants who do not speak English. Assistants and kitchen helpers must be in good physical condition and have physical stamina because they stand most of the time, lift and carry trays, and work at a fast pace during busy periods. State laws often require them to obtain health certificates to show that they are free of contagious diseases. Because of their close contact with the public, assistants should be neat in appearance, have good personal hygiene, and get along well with people.

Promotions for waiters' assistants and kitchen helpers are limited. Assistants sometimes advance to positions as waiter or waitress, and kitchen helpers occasionally advance to cook's helper or short-order cook. The ability to read, write, and do simple arithmetic is required for promotion. Opportunities for advancement generally are best in large restaurants and institutions.

Job Outlook

Job openings for waiters' assistants and kitchen helpers are expected to be plentiful in the years ahead. Many openings will result from the need to replace workers who find jobs in other occupations, retire, or die. Turnover is particularly high among part-time workers. Many assistants and kitchen helpers are students who work part-time while attending school.

Additional openings will result from an increase in demand for these workers. Employment of waiters' assistants and kitchen helpers is expected to increase faster than the average for all occupations through the 1980's as population growth, higher incomes, and more leisure time create more business for restaurants. With more women joining the work force, families may increasingly find dining out a welcome convenience.

Related Occupations

Other jobs which require little formal education but provide comfort and convenience to people are bell captains, building custodians, waiters and waitresses, hospital attendants, and porters.

Sources of Additional Information

Information about job opportunities may be obtained from local employers and local offices of the State employment service.

For general information about waiters' assistants and kitchen helpers, write to the National Institute for the Foodservice Industry, 20 North Wacker Dr., Suite 2620, Chicago, IL 60606.

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*Occupational Outlook Handbook. Washington: U.S. Department of Labor, 1982-83.

Cashiers (Cashier II)*
211.462-010

Nature of the Work

Supermarkets, movie theaters and restaurants are among the many businesses that employ cashiers to handle payments from customers. Most cashiers receive money, make change, fill out charge forms and give receipts.

In addition to these duties, cashiers, depending on their place of employment, may do other work and have different job titles. Those employed in theaters, for example, are often called box office cashiers or ticket sellers. They operate ticket-dispensing machines and answer telephone inquiries. Restaurant cashiers, sometimes called cashier checkers, may handle reservations for meals and special parties, type menus, or sell items at the candy and cigarette counter. In supermarkets and other self-service stores, cashiers known as checkout clerks, checkers, or grocery clerks wrap or bag purchases. They also may restock shelves and mark prices, rearrange displays of merchandise, and take inventory. In many offices, cashiers, known as agency or front-office cashiers, type, operate the switchboard, do bookkeeping, and act as receptionists.

Cashiers operate several types of machines. Many use cash registers that print the amount of the sale on a paper tape. A rapidly growing number of cashiers operate electronic registers, computerized point-of-sale registers, or computerized scanning systems. Depending upon its complexity, a computerized system may automatically calculate the necessary taxes and record inventory numbers and other information. Such registers are replacing less versatile, conventional models in many stores. Cashiers who work in hotels and hospitals use machines that record charges for telephone, medical and other services and prepare itemized bills. Cashiers may also operate adding and change-dispensing machines.

Working Conditions

Most cashiers work indoors, often in small booths or behind counters located near store entrances. They may have to stand for long periods of time. In some cases, they are exposed to cold drafts in the winter and considerable heat during the summer.

Employment

In 1980, about 1,600,000 persons worked as cashiers. More cashiers work in supermarkets and other foodstores than in any other kind of store. However, cashiers are needed in businesses and organizations of all types of sizes, and many find jobs in department stores, drugstores, hardware stores, furniture stores,

and other kinds of retail stores. Restaurants, hotels, theaters, schools and hospitals also employ a large number of cashiers. Businesses employing cashiers are located in large cities, suburban shopping centers, small towns, and rural areas. The Federal Government employs a small number, primarily in the Department of Defense, in clubs, cafeterias, and exchanges on military installations.

Opportunities for part time work are very good. Nearly half of all cashiers work part time; about 1 in 4 is a student.

Training, Other Qualifications, and Advancement

Employers prefer beginning cashiers with high school diplomas. Although there are no specific educational requirements, courses in business arithmetic, bookkeeping, typing, and other business subjects are good preparation for cashier jobs. Cashier training is offered as part of many public school vocational programs.

Many employers offer on-the-job training for cashiers. In a small firm, the beginner is trained on the job by an experienced worker. In large firms, cashier training programs often include classroom instruction in the use of electronic or computerized registers and in other phases of cashier's jobs. Many persons enter cashier positions without significant prior work experience. For some jobs, however, employers seek persons who have special skills or business experience, such as typing or selling. Many openings, especially full time positions, are filled by promoting qualified part time workers already employed by the firm.

Persons who want to become cashiers should be able to do repetitious work accurately. They need finger dexterity, a high degree of eye-hand coordination, and an aptitude for working with figures. Because they meet the public, cashiers should be neat in appearance and able to deal tactfully and pleasantly with customers.

Promotion opportunities for cashiers tend to be limited. However, the cashier's job affords a good opportunity to learn an employer's business and so may serve as a steppingstone to a more responsible job, such as bookkeeper or manager. Cashiers working in chainstores and other large retail businesses, for example, may advance to department or store managers.

Job Outlook

Many job openings for cashiers are expected through the 1980's. The occupation is large, and employment is expected to grow faster than the average for all occupations. Growth in eating and drinking places, particularly in fast food chains, is expected to be especially rapid. However, even more openings

will occur as cashiers transfer to other occupations or leave the labor force. Opportunities for part-time employment are also expected to continue to be very good.

Employment of cashiers is likely to be affected by the use of computerized checkout systems, which are beginning to replace cash registers in some supermarkets. An optical or magnetic scanner transmits the code number (Universal Product Code-UPC) of each purchase to a computer that is programmed to record a description and price of the item, add tax, and print out a receipt. The computer also keeps track of the store's inventory and places orders with the warehouse when stock is needed. The widespread adoption of automated checkout systems in supermarkets and other establishments is expected to slow employment growth of cashiers and other workers. However, resistance from consumer and labor groups may limit the adoption of such systems. Employment in the supermarket industry is not very sensitive to fluctuations in the economy, since people must eat whether they have a job or not.

Related Occupations

Cashiers pay or receive money and keep account of such exchanges. Other workers with similar duties include bank tellers, ticket sellers, post office clerks, toll collectors, sales clerks, and adding-machine operators.

Sources of Additional Information

Details about employment opportunities are available from local businesses and the local office of the State employment service.

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*Occupational Outlook Handbook. Washington: U.S. Department of Labor, 1980-81.

PETROLEUM

Gasoline Service Station Attendants (Automobile Service Station Attendant)*
915.467-010

Nature of the Work

At least once a week, most of the over 145 million motor vehicles on the road are driven into gasoline service stations for fuel and service. Most need only gas and a clean windshield, but service station attendants check for other things as well in order to sell products and to help owners keep their cars in good condition.

Unless a driver is in a hurry, attendants usually check the oil level in the crankcase and the water level in the battery and radiator. If the customer asks, they will also check the air pressure in the tires and examine fan belts, hoses, and other parts for signs of excessive wear.

Besides offering these basic services, many stations also do repair work and stock replacement parts for often-needed items such as batteries, headlights, and windshield wiper blades. Attendants sell and install these parts and, in some cases, may do minor repair work such as changing oil, rotating tires, and fixing flat tires. Most of these tasks can be done with screwdrivers, pliers, wrenches, and other simple handtools. Some attendants, called mechanic-attendants, perform more difficult repairs and use more complex equipment including motor analyzers and wheel alignment machines.

When customers pay for their purchases or repair work, attendants collect payment and make change or prepare charge slips.

Attendants also may keep the service areas, building, and restrooms clean and neat. In some stations, they help the station manager take inventory of automobile parts in stock, set up displays, and keep business records.

If a service station provides emergency road service, attendants may drive a tow truck to the site of the breakdown to "boost" the battery, change a flat tire, or do other minor repairs. When they cannot repair the car on the spot, they tow it back to the station.

Working Conditions

Full-time attendants work 40 hours a week or more. Because many gas stations are open at least 12 hours a day, 6 days a week, work schedules may include evenings, weekends, and holidays.

Attendants work outdoors in all kinds of weather. They do considerable lifting and stooping and spend much time on their feet. Possible injuries include cuts from sharp tools and burns from hot engines.

For many attendants, however, the opportunity to deal with people, to work on cars, and possibly to manage their own service station some day more than offsets these disadvantages. Also, the opportunity to get part-time employment makes the job attractive to many people.

Employment

About 340,000 people worked as gasoline service station attendants in 1978. About one-third of these were part-time employees. In addition to attendants, about 190,000 gasoline service station managers and owners did similar work.

Service station attendants work in every section of the country, and in every size community, from rural areas to the largest cities.

Training, Other Qualifications, and Advancement

Applicants for jobs as gasoline service station attendants should have a driver's license, a general understanding of how an automobile works, and some sales ability. They should be friendly, able to speak well, and present a generally neat appearance. They also need self-confidence. Applicants should know simple arithmetic so they can make change quickly and accurately and help keep business records. They also should be familiar with local roads, highways, and points of interest to direct customers and to locate cars whose owners have called for road service.

Many employers prefer high school graduates. A high school education usually is required for those entering service station management training programs conducted by oil companies.

Service station attendants receive most of their training on the job, although there are some formal training programs. Trainees do relatively simple work at first, such as cleaning the station, pumping gas, and cleaning windshields. Gradually, they progress to more advanced work such as performing preventive maintenance, installing accessories on cars, and helping to keep records. It usually takes from several months to a year for a beginner to become familiar with and able to perform all the jobs around a service station.

Formal training programs for gasoline service station work are offered in many high schools. In this curriculum, students in their last 2 years of high school take business education courses and work part time in gasoline service stations, where they receive instruction in all phases of service station work.

Most major oil companies conduct 2- to 8-week formal training programs for service station managers. These programs emphasize subjects such as simple automobile maintenance, marketing and business management.

Several avenues of advancement are open to service station attendants. Additional training qualifies attendants to become automobile mechanics; those having business management capabilities may advance to station manager. Many experienced service managers and automobile mechanics go into business for themselves by leasing a station from an oil company or buying their own station. Oil companies hire some service station managers as sales representatives or district managers.

Job Outlook

Employment of gasoline service station attendants is expected to decline through the 1980's due to an anticipated slow growth in future gasoline consumption and the trend to self-service stations. Numerous job openings are expected each year as workers retire or die. In addition, the high turnover in this relatively large occupation will result in thousands of openings as attendants transfer to other occupations.

Related Occupations

Besides gasoline service station attendants, numerous other workers are involved with the service and maintenance of automobiles, including automobile body repairers, automobile mechanics, automobile painters, automobile service advisors, automobile washers, and industrial garage servicers.

Sources of Additional Information

For more details about work opportunities, contact local gasoline service stations or the local office of the State employment service.

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*Occupational Outlook Handbook. Washington: U.S. Department of Labor, 1980-81.

Cashiers (Cashier II)*
211.462-010

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Job Outlook

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will occur as cashiers transfer to other occupations or leave the labor force. Opportunities for part-time employment are also expected to continue to be very good.

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Related Occupations

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*Occupational Outlook Handbook. Washington: U.S. Department of Labor, 1980-81.

HOTEL/MOTEL LODGING

Bellhops and Bell Captains (Bellhop)*
324.677-010

Nature of the Work

Bellhops carry baggage for hotel and motel guests and escort them to their rooms on arrival. When showing new guests to their rooms, bellhops make sure everything in the room is in order and may offer information about valet services, restaurant hours, or other hotel services. Bellhops also run errands for guests and may relieve elevator operators or switchboard operators in smaller properties.

Large and medium-sized hotels employ bell captains to supervise the service staff. They plan work assignments, record the hours each bellhop is on duty, and train new employees. Bell captains take care of any unusual requests guests may make and handle any complaints regarding the department. If a bellhop is unavailable, they sometimes help arriving or departing guests. In 1980, about 21,000 persons worked as bellhops or bell captains.

A few hotels have large service departments and employ superintendents of service to supervise bell captains and bellhops, elevator operators, doorkeepers and washroom attendants.

Working Conditions

Since hotels are open around the clock, night and weekend work is common. While bellhops work on shifts, fewer employees work the night shift than the day shifts.

The job can sometimes be quite strenuous, as bellhops often must stand for long periods and carry heavy baggage. Also, bellhops must work quickly and under pressure when several patrons require service at once. The job can be particularly hectic around checkout time.

Employment

Bellhops and bell captains generally work in large hotels and motels. Many jobs are found along major interstate highways, in or around major metropolitan areas and resort and recreation areas. Convention centers in major convention cities provide a large number of jobs for bellhops and bell captains. Traditionally, bellhops have been excellent sources of part-time jobs, however, this is less true today than in past years.

Training, Other Qualifications and Advancement

A high school education is not essential for work as a bellhop, but it does increase the chances for promotion to a job as desk clerk or reservation clerk. Frequently, hotels promote elevator operators to bellhop positions.

Because bellhops have frequent contact with guests, they must be neat, tactful, and courteous. A knowledge of the local area is an asset because guests often ask about local tourist attractions, restaurants, and transportation services.

Bellhops can advance to bell captain and then to superintendent of service, but opportunities are limited.

Job Outlook

Employment of bellhops is expected to grow more slowly than the average for all occupations through the 1980's. Most openings will result from the need to replace workers who transfer to other occupations, die or retire.

Although many motels now offer services similar to those of a hotel and employ bellhops, the growing popularity of economy motels that offer only basic services is expected to limit employment growth. New workers will have better opportunities in motels and small hotels because the large luxury hotels prefer to hire experienced workers. Seasonal job opportunities will be available in resort areas where hotels and motels are open only part of the year.

Related Occupations

Bellhops and bell captains do most of their work in a fast-paced, hectic setting; usually in large hotels or resorts. Other workers who perform similar jobs are baggage porters, skycaps, and doorkeepers.

Sources of Additional Information

For information on job opportunities for bellhops, contact the personnel offices of hotels in your area and the nearest office of the State employment service.

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*Occupational Outlook Handbook. Washington: U.S. Department of Labor, 1982-83.

Hotel Front Office Clerks (Hotel Clerk)*
238.362-010

Nature of the Work

Handling room reservations, greeting guests, issuing keys and collecting payments are among the duties performed by hotel and motel front office clerks. Because many smaller hotels and motels require minimal staffs, the front office clerk may also function as a bookkeeper, cashier, or telephone operator. Large hotels, however, usually employ several front office clerks to perform various services, such as receiving mail, providing information or issuing keys. About 80,000 persons worked as front office clerks in 1980.

Room or desk clerks assign rooms to guests and answer questions about hotel services, checkout time, or parking facilities. In assigning rooms, they must consider guests' preferences while trying to maximize hotel revenues. These clerks fill out guests' registration forms and sometimes collect payments. Room clerks are always in the public eye and, through their attitude and behavior, greatly influence guest's impressions and promote a hotel's reputation.

Reservation clerks record written or telephoned requests for rooms, prepare registration forms, and notify room clerks of guest's arrival times.

Rack clerks keep records of room assignments to advise housekeepers, telephone operators, and maintenance workers that rooms are occupied.

Working Conditions

Since hotels are open around the clock, night and weekend work is common. While hotel clerks work on shifts, fewer employees work at night than during the day.

Hotel clerks sometimes must stand for prolonged periods of time. They may experience the stress of dealing with irate patrons. The job can be particularly hectic around checkout time.

Employment

Hotel front office clerks generally work in large hotels and motels. Many jobs are found along major interstate highways, in or around major metropolitan areas and resort or recreation areas. Convention centers in major convention cities provide a large number of jobs for front office clerks. Individuals who work in smaller hotels and motels will be expected to perform other related duties in addition to the front office responsibilities.

Training, Other Qualifications, and Advancement

Employers usually select high school graduates who have some clerical aptitude as front office clerks. A knowledge of bookkeeping is helpful for work in a smaller hotel or on the night shift, because clerks often have a wider range of duties under these circumstances. Occasionally, employees in other hotel occupations, such as bellhops or elevator operators, may be promoted to front office jobs.

Newly hired workers usually begin as mail, information or key clerks and receive their training on the job. The training period is usually brief and includes an explanation of the job's duties and information about the hotel, such as room locations and services offered. Once on the job, they receive help and supervision from the assistant manager or an experienced front office worker. Some clerks may need additional training in data processing or office machine operation because of the increased use of computerized front office systems.

A presentable appearance, a courteous and friendly manner, and a desire to help people are important traits for front office clerks. Another attribute helpful for work in larger hotels or resorts that cater to a diverse clientele is the ability to speak a foreign language.

In the past, front office personnel frequently have made the transition to management positions. Most hotels promote front office workers from within so that a key or mail clerk may be promoted to room clerk, then to assistant front office manager, and later to front office manager. Although a college background is generally not required for front office work, it is an asset for advancement to management. Clerks may also improve their opportunities for promotion by taking home or group study courses in hotel management such as those sponsored by the Educational Institute of the American Hotel and Motel Association.

Job Outlook

Employment of front office clerks is expected to grow about as fast as the average for all occupations through the 1980's as additional hotels and motels are built and chain franchise operations spread. Employment growth, however, will be limited by the use of computerized front office systems in most hotel and motel chains. Most job openings will result from the need to replace workers who transfer to other occupations, die, or retire. Seasonal job opportunities will be available in resort establishments that are open only part of the year.

Related Occupations

Hotel front office clerks are often the first employee customers deal with, and it is important that they leave customers with a good impression. Other workers who are also responsible for giving a good first impression are receptionists, hosts and hostesses, and sales clerks.

Sources of Additional Information

Information on careers and scholarships in the lodging industry may be obtained from The American Hotel and Motel Association, 888 7th Ave., New York, N.Y. 10019.

For a directory of colleges and other schools offering programs and courses in hospitality education, write to: Council on Hotel, Restaurant, and Institutional Education, Human Development Building, Room 118, University Park, PA 16802.

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*Occupational Outlook Handbook. Washington: U.S. Department of Labor, 1982-83.

WHOLESALING

Packager, Hand (Packer)*
920.587-018

Nature of the Work

Packers package materials and products for handling and shipping. They clean, line and/or pad crates and cartons and wrap protective materials around products. Packers may also pour products into containers or fill containers from spouts or chutes. They are responsible for weighing containers and adjusting quantity. Packers close, seal, mail or glue packages and attach labels or tags. They also inspect crates, cartons and other containers and record data and information on packages. They may be responsible for reporting shortages, damage and stock discrepancies.

Packers may start, stop and adjust speed of conveyors. They may perform their duties in conjunction with other responsibilities, such as a final assembler, order selector, or materials handler.

Working Conditions

Packers may have to work on their feet for long hours, many times in one place. They generally work indoors in safe, clean, pleasant surroundings, however, they may be required to work in less clean areas depending on the product and type of packing procedures used. Because of modern equipment used in handling products, they are not generally required to lift heavy objects. They may be expected to operate machines, equipment and conveyors.

Employment

Packers may work in shipping departments of manufacturing firms, warehouses or in major distribution centers. They may work with other workers whose responsibility it is to break larger shipments into smaller orders and prepare them for shipping. They work very closely with material handlers, order selectors and assemblers. Most jobs are in major warehouses and distribution centers.

Training, Other Qualifications, and Advancement

Packers are generally expected to have a high school education, however, some are employed with less than a high school diploma. Most of the skills will be learned on the job. They need an aptitude for mechanical things and finger dexterity.

With experience, additional preparation and training packers may move to other jobs in warehouses and distribution centers.

They may also have the opportunity to move up to supervisory and management level positions. Promotions come to people who apply themselves and work hard.

Job Outlook

All jobs in warehousing are closely tied to growth in retail business. The number of new employees in this area should continue to grow through the 1980's. A strong economy and the introduction of new products and expanded markets should contribute to sustained growth in this area. Increased growth of foreign exports and imports should contribute to continued need for workers in this field.

Related Occupations

Related occupations which are available to packers are materials handlers, order selectors, assemblers, shipping and receiving clerks, and stockpersons. They may advance to supervisory positions such as shipping supervisors, warehouse supervisors and stockroom supervisors. They may also move into inside or outside selling positions and route salespeople.

Sources of Additional Information

Additional information may be obtained from local businesses employing packers and warehouse personnel. Information may also be obtained from the local office of the State employment service. Other information may be obtained from publications of major publishing companies in the field.

*_Occupational Outlook Handbook_. Washington: U.S. Department of Labor, 1980-81.

Laborer, Stores (Marker)*
922.687-058

Nature of the Work

Markers are involved in marking merchandise once it has been received into the warehouse. They may open cartons, boxes, crates and the like, check the order number or stock number, and make sure that the merchandise is correct. They check prices against information taken from the purchase order previously prepared by the buyer. They clearly and accurately prepare and mark prices and other information on merchandise. Markers use price marking machines and shoplifting water machines that print information on tickets and labels. In warehouses, cases of merchandise are often marked with case labels. Markers need an aptitude for working with data and mathematical figures, an ability to read, and be attentive to details. They must have a sense of responsibility and a concern for accuracy. They must be able to work with invoices and understand pricing policies and procedures.

Working Conditions

Most jobs are inside and require little lifting of heavy objects, however, they may be required to move products around in the stockroom or to the sales floor in order to mark the items. In major self-service or warehouse types of retail stores, marking may be done on the sales floor. Working hours are related to the business hours of the store, however, markers may be required to work late at night after the business closes.

Employment

Markers work in both retail and wholesale trades. They work closely with the shipping and receiving clerks, stockpersons and in fact, may combine these jobs with their major duties in other positions. Jobs are generally located in stockrooms or warehouses, however, most jobs are in major department stores and other retail distribution centers.

Training, Other Qualifications, and Advancement

Markers are generally required to have a high school education. They should have an aptitude for data and be able to understand numerical calculations. Most of the job skills are learned on the job and through training programs. Many learn their jobs while working in cooperative training programs while attending high school or college. Their job may be combined with other job titles in small businesses.

Markers can move from warehousing and stockroom jobs to other positions within the organization. They may move into

buying or retail selling. Many opportunities have become available in recent years in wholesaling and other jobs in warehousing.

Job Outlook

All jobs in warehousing are closely tied to growth in the retailing business. The number of new employees in this area should continue to grow through the 1980's. Some of the growth will result from the need to replace present workers who retire, die, or leave the job for other reasons. However, a strong economy, expansion of new products and specialization in this area will contribute to this growth. The increased volume of retail sales will demand an increase in the numbers of employees working as markers in wholesaling and retailing positions.

Related Occupations

Occupations related to the marker's job are shipping and receiving clerks, stockpersons, stockroom supervisors, shipping and receiving managers, sales personnel and buyers. Many markers may jointly perform tasks in these occupations while performing their duties as markers.

Sources of Additional Information

Additional information may be obtained from all kinds of local businesses that employ markers, i.e., department stores, building materials centers and apparel stores. The local office of the State employment service may be able to provide additional information.

*Occupational Outlook Handbook. Washington: U.S. Department of Labor, 1980-81.

Laborer, Stores (Material Handler)*
922.687-058

Nature of the Work

Material handlers are involved in moving products safely in and out of the warehouse, moving products from place to place within the warehouse, and storing them properly. Much of the work involved in materials handling is done mechanically, thereby reducing the number of jobs in this area requiring physical strength. Despite this, most of the jobs are the kind that require decisions to be made that cannot be done by machines. Material handlers do not meet customers directly but they play an important part in meeting customer needs by efficiently moving merchandise through the distribution process.

Generally, material handlers must have the ability to operate forklifts, skids, dollies, conveyors and other equipment and know how to stack merchandise on pallets, shelves and other crates safely. More recently, the job of material handler has been influenced by computers and technological developments. Despite this, material handlers still load, unload, and move merchandise to or from storage areas. They may open cartons and containers, count or weigh materials and record information on forms.

Working Conditions

Material handlers may work indoors or out of doors depending upon the nature of the business, kind of products and type of storage area. While some products, such as building materials, are stored outside, most are found inside of warehouse facilities. Many of the facilities are climate controlled and provide excellent working conditions.

New types of equipment for lifting, moving and handling materials have virtually eliminated the need for physical strength in lifting and moving objects.

Employment

Material handlers may work in large or small independent warehouses or in major distribution centers. Many times they are employed within manufacturing plants, adjacent yards or other storage areas. They are tied very closely to wholesalers who may buy, store and resell products. Retailers may use material handlers in stockrooms or in moving merchandise from a receiving stockroom to a retail floor area. Examples of such firms may range from the apparel business to building materials and hardware centers. Self-service businesses rely heavily upon material handlers. Jobs may be more readily available in or near major urban areas and large cities than in rural areas.

Training, Other Qualifications, and Advancement

Material handlers are generally expected to have a high school education, however, some are employed with less than a high school diploma. Many of the skills will be learned on the job. They need an aptitude for mechanical things since they will be working with all kinds of machinery and equipment for moving merchandise within the warehouse, into the warehouse, and out of the warehouse.

Individuals may move from warehousing jobs to other positions in the warehouse. They may also move up to supervisory and management positions within the warehouse. Promotions come to people who are willing to work hard and put in the time and effort to learn to do their job well.

Job Outlook

All jobs in warehousing are closely tied to growth in retailing business. The number of new employees in this area should continue to grow through the 1980's. Some of the growth will result from the need to replace present workers who retire, die or leave the job for other reasons. However, a strong economy, introduction of new products, and specialization in this area will contribute to this growth. The increased volume of foreign imports will also continue to require increased numbers of all kinds of warehouse employees, including material handlers.

Related Occupations

Related occupations which are available to material handlers are packers, order selectors, shipping and receiving clerks and stockpersons. They may advance to supervisory personnel such as shipping supervisors, warehouse supervisors or managers and stockroom supervisors. If they are working for either retail or wholesale firms, they move into outside sales, retail sales or buying. Due to the close proximity to the transportation industry, they may also find jobs as drivers, dispatchers and route salespeople.

Sources of Additional Information

Additional information may be obtained from local businesses employing material handlers and warehousing firms in the community. Information may also be available in the local office of the State employment service. Valuable resources may be obtained from major publishing companies in the field.

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*Occupational Outlook Handbook. Washington: U.S. Department of Labor, 1980-81.

Laborer, Stores (Order Selector)*
922.687-058

Nature of the Work

Since much of the work involved in running the warehouse is now being done mechanically, the number of jobs requiring lifting and handling merchandise has been reduced even though the need for warehouse employees has increased. Most of the jobs left are for workers who can make the kinds of decisions that machines cannot make. They do not meet the customers directly but contribute to the distribution process of goods to the ultimate customer. There are several career level warehouse jobs for such positions as order selectors, packers, and receiving, shipping, and stock clerks.

The order selector selects merchandise from the warehouse according to specific customer orders. The order selector needs an aptitude for data, a concern for accuracy, and attention to detail. The individual must be conscientious, alert to details and do their work well. Order selectors may have to work with machines, exhibit good coordination, have a sense of responsibility and concern for physical safety conditions. Some warehouse work still requires good health and ability to lift heavy objects even though much of this is done by machines.

Working Conditions

Order selectors may work indoors or out of doors depending upon the nature of the business, kind of products and the type of storage area. While some products, such as building materials, are stored outside, most are found inside major warehouse facilities. Many of these facilities are climate controlled and provide excellent working conditions. New types of equipment for lifting and moving heavy objects have virtually eliminated the need for physical strength.

Employment

Order selectors work in stockrooms, warehouses and major distribution centers. Most job opportunities may be found in or near major cities and urban areas. Since warehouses no longer require rail access, many of the facilities requiring order selectors may be found in the more urban locations surrounding the city rather than in inner city areas.

Training, Other Qualifications, and Advancement

Generally, order selectors are required to have a high school education, however, occasionally some are hired with less than a high school diploma. They need an aptitude for data, a concern for accuracy and attention to detail. Most of the job skills may be learned on the job or through training programs.

Individuals can move from warehousing jobs to positions as sales or buying, or they may move up to higher level jobs in warehousing and wholesaling. Promotions in warehousing come to people who are willing to put in the time and effort needed to learn the job. In large corporations, it is possible to become a general manager of a warehouse, working directly under the president.

Job Outlook

All jobs in warehousing are closely tied to growth in retailing business. The number of new employees in this area should continue to grow through the 1980's. Some of the growth will result from the need to replace present workers who retire, die, or leave the job for other reasons. However, a strong economy, expansion of new products and specialization in this area will contribute to this growth. The increased volume of foreign imports will also continue to require increased numbers of all kinds of warehouse employees including order selectors.

Related Occupations

Order selectors may also find jobs in other related jobs, such as packers, order fillers, shipping and receiving clerks, material handlers and stockpersons. With experience and additional preparation, one might move into supervisory and management positions in warehouses, stockrooms and distribution centers. Newer jobs such as palletizer operators and dispatchers using automated equipment and consoles have become available in the more recent years.

Sources of Additional Information

Additional information regarding order selectors may be obtained from local catalog order outlets, distribution centers and warehouses. The local office of the State employment service may provide additional information.

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*Occupational Outlook Handbook. Washington: U.S. Department of Labor, 1980-81.

Laborer, Stores (Stockperson)*
922.687-058

Nature of the Work

Keeping track of supplies and equipment is important in all kinds of businesses. Well-balanced inventories and accurate recordkeeping help prevent production slowdowns and lost sales.

Stock clerks control the flow of supplies in and out of stockrooms. They receive, unpack, and store incoming merchandise or material. When necessary, they report damaged or spoiled goods. They also issue equipment and supplies; keep track of the number of items in storage; and reorder things that are in short supply. On outgoing orders, they may check the items for quality and quantity and sometimes make minor repairs or adjustments.

Materials are stored in bins, on the floor, or on shelves according to the plan of the stockroom. Stock clerks organize and mark items with identifying codes or prices so that inventories can be located quickly and easily. They keep records of items entering or leaving the stockroom. Sometimes they label, pack, crate, or address goods for delivery.

Stock clerks working in small firms also may perform various duties usually handled by shipping and receiving clerks. In large firms with specialized jobs, inventory clerks periodically count items on hand and make reports showing stock balances. Procurement clerks work in factories and prepare orders for the purchase of new equipment.

Working Conditions

Although stock clerks usually work in relatively clean, heated, and well-lighted areas, workers are on their feet much of the day. The job involves considerable bending and lifting.

Working conditions may vary depending on the items they handle. For example, stock clerks who handle refrigerated goods will spend some time in cold storage rooms. Those who handle construction materials such as bricks and lumber must do much walking and climbing to note the condition and quantity of items.

Employment

About 507,000 persons worked as stock clerks in 1978. About two-thirds of them worked in factories, wholesale firms, and retail stores. Others were employed by airlines, government agencies, schools, hospitals, and other organizations that keep large quantities of goods on hand. Jobs for stock clerks are found in all parts of the country, but most work in urban areas where factories, warehouses, and stores are concentrated.

Training, Other Qualifications, and Advancement

Although there are no specific educational requirements for beginning stock clerks, employers prefer high school graduates. Reading and writing skills and a basic knowledge of mathematics are necessary; typing and filing abilities also are helpful. Good health, especially good eyesight, is important. Generally, those who handle jewelry, liquor, or drugs must be bonded.

Stock clerks usually receive on-the-job training. New workers begin with simple tasks such as counting and marking stock. Basic responsibilities of the job usually are learned within several weeks. As they progress, stock clerks learn to keep records of incoming and outgoing supplies. In small firms, stock clerks may advance to sales positions or become assistant buyers or purchasing agents. In large firms, stock clerks can advance to more responsible stock handling jobs such as invoice clerk, stock control clerk, or procurement clerk. A few may be promoted to warehouse manager. This job involves a wide range of duties and responsibilities and normally requires extensive stock room experience and additional education.

Job Outlook

Employment of stock clerks is expected to increase about as fast as the average for all occupations through the 1980's. Stock clerks will not experience the rapid employment growth projected for office clerical workers such as secretaries or bank clerks, however. Growth will be slower than in other clerical occupations largely because so many stock clerks work in manufacturing and trade, industry sectors that are among the slowest growing in the economy. Further, employment of stock clerks will continue to be affected by automation. Computers are used for inventory control in many concerns, and automated storage systems have reduced the need for frequent shifting of stock by hand. Nevertheless, many job openings for stock clerks will occur each year as employment rises and as workers die, retire or transfer to other jobs.

In large companies, people who apply for entry level, unskilled work may be placed in stock clerk positions. Employers generally fill such jobs quickly. Individuals who specifically seek work as a stock clerk therefore may have to apply at a number of concerns to find employment.

Related Occupations

Other workers also handle, organize, and store materials for a company. Among these are order fillers, shipping and receiving clerks, material clerks, distributing clerks, and routing clerks.

Sources of Additional Information

See the section on clerical occupations for sources of additional information.

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*Occupational Outlook Handbook. Washington: U.S. Department of Labor, 1980-81.

Shipping and Receiving Clerks (Shipping and Receiving Clerks)*
222.387-050

Nature of the Work

Shipping and receiving clerks keep track of goods transferred between businesses and their customers and suppliers. In small companies, one clerk may record all shipments sent out and received; in larger companies, a number of clerks take care of this recordkeeping.

Shipping clerks are responsible for all shipments leaving a business place. Before goods are sent to a customer, these clerks check to be sure the order has been filled correctly, and may fill the order themselves. They obtain merchandise from the stockroom and wrap it or pack it in shipping containers. Clerks also put addresses and other identifying information on packages, look up and compute either freight or postal rates, and record the weight and cost of each shipment. They also may prepare invoices and furnish information about shipments to another part of the company, such as the accounting department. Once a shipment is checked and ready to go, shipping clerks may move it to the shipping dock and direct its loading into trucks according to its destination. Shipping and receiving clerks in small businesses may perform some stock clerk duties.

When shipments arrive, receiving clerks perform tasks similar to those of shipping clerks. They determine whether their employer's orders have been correctly filled by verifying incoming shipments against the original order and the accompanying bill of lading or invoice. They record the shipment and the condition of its contents. Clerks also arrange for adjustments with shippers whenever merchandise is lost or damaged. The job may also include routing or moving shipments to the proper department, warehouse section, or stockroom and providing information that is needed to compute inventories.

Working Conditions

Although shipping and receiving clerks generally work in warehouses or in shipping and receiving rooms, they may spend considerable time on the outside loading platforms. Workplaces often are large, unpartitioned areas that may be drafty, cold, and littered with packing materials.

Most clerks have to stand for long periods while they check merchandise. Locating numbers and descriptions on cartons often requires a great deal of bending, stooping, and stretching. Also, under the pressure of getting shipments moved on time, clerks sometimes may help load or unload materials in the warehouse.

Night work and overtime, including work on Saturdays, Sundays, and holidays, may be necessary when shipments have been unduly delayed or when materials are needed immediately on production lines. Most shipping and receiving clerks receive time and one-half for work over 40 hours.

Employment

About 461,000 persons worked as shipping and receiving clerks in 1978. More than half worked in factories and about one-third were employed by wholesale houses or retail stores. Although jobs for shipping and receiving clerks are found throughout the country, most clerks work in urban areas, where many factories and wholesale houses are located.

Training, Other Qualifications, and Advancement

High school graduates are preferred for beginning jobs in shipping and receiving departments. Business arithmetic; typing, and other high school business subjects are helpful. The ability to write legibly and keep orderly records is important. Dependability and an interest in learning about the firm's products and business activities are other qualities that employers seek. In addition, shipping and receiving clerks should be able to work under close supervision at repetitive tasks.

New employees usually are trained on the job by an experienced worker. As part of their training, they often file, check addresses, attach labels, and check items included in shipments. As clerks gain experience, they may be assigned tasks requiring a good deal of independent judgment, such as handling problems with damaged merchandise, or supervising other workers in shipping or receiving rooms.

A job as a shipping or receiving clerk offers a good opportunity for new workers in a firm to learn about their company's products and business practices. Some clerks may be promoted to head shipping or receiving clerk, warehouse manager, or purchasing agent. Very experienced workers with a broad understanding of shipping and receiving may enter related fields such as industrial traffic management.

Job Outlook

Employment of shipping and receiving clerks is expected to increase about as fast as the average for all occupations through the 1980's. The number of shipping and receiving clerks will not increase as much as office clerical workers such as secretaries or bank clerks, however, largely because so many shipping and receiving clerks work in manufacturing and trade, industry sectors that are among the slowest growing in the economy.

Further, employment of shipping and receiving clerks will continue to be affected by automation. Growing numbers of firms are using computers to store and retrieve shipping and receiving records. The increased use will make warehouse operations more effective.

Related Occupations

Shipping and receiving clerks record, check, and often store the materials that a company receives. They also process and pack goods for shipment. Other workers who perform similar duties are stock clerks, material clerks, distributing clerks, routing clerks, and order fillers.

Sources of Additional Information

See the section on clerical occupations for sources of additional information.

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*Occupational Outlook Handbook. Washington: U.S. Department of Labor, 1980-81.

GENERAL MERCHANDISE RETAILING

Retail Trade Sales Workers (Salesperson, General Merchandise)*
299.357-054

Nature of the Work

The success of any retail business depends largely on its sales workers. Courteous and efficient service from behind the counter or on the sales floor does much to satisfy customers and build a store's reputation.

Whether selling furniture, electrical appliances, or clothing, a sales worker's primary job is to interest customers in merchandise - by describing its construction, demonstrating its use, and showing various models and colors. For some jobs, special knowledge or skills are needed. In a pet shop, for example, sales workers must know about the care and feeding of animals. However, in jobs selling standardized articles such as food, hardware, linens and housewares, sales workers often do little more than take payments and wrap purchases.

In addition to selling, most retail sales workers make out sales checks, receive cash payments, and give change and receipts. They also handle returns and exchanges of merchandise and keep their work areas neat. In small stores, they may help order merchandise, stock shelves or racks, mark price tags, take inventory, and prepare displays.

Working Conditions

Most sales workers in retail trade work in clean, comfortable, well-lighted stores. Some, however, work outside the store. Kitchen equipment sales workers may visit prospective customers' homes, for example, to help them plan renovations, and used-car sales workers may spend much time at an outdoor lot. Many sales workers must stand for long periods.

Many sales workers have a 5-day, 40-hour week, although in some stores the standard workweek is longer. Because Saturday is a busy day in retailing, employees usually work that day and have a weekday off. Longer than normal hours may be scheduled before Christmas and during other peak periods. Some, especially those employed by stores in suburban shopping centers, regularly work one evening or more a week.

Part-time sales workers generally work during peak hours of business - daytime rush hours, evenings, and weekends.

Employment

In 1980, more than 3.3 million sales workers were employed in retail businesses. They worked in stores ranging from the small drug or grocery store employing one part-time sales person to the giant department store with hundreds of sales workers. They also work for door-to-door sales companies and mail-order houses. The largest employers of retail trade sales workers are department stores and other general merchandise stores, apparel and accessories, food, drug and furniture stores, and car dealers.

Retail sales jobs are distributed geographically much the same way as the population; most sales workers are employed in cities and the nearby suburbs.

Training, Other Qualifications, and Advancement

Employers generally prefer high school graduates for sales jobs, but also hire those with less education. Persons under 18 may need a work permit.

Thousands of high schools across the country have distributive education programs, generally with a cooperative arrangement between the school and businesses. Students work part-time at local stores while taking courses in merchandising, accounting, and other aspects of retailing. The experience and education gained can improve their prospects for permanent employment.

Many distributive education programs include adult and continuing education. In addition, a federally funded project called "70,001" focuses on the needs of disadvantaged youth and high school dropouts. Involving schools and colleges across the Nation, "70,001" combines full-time employment with part-time instruction after hours.

Many high schools and colleges have a chapter of Distributive Education Clubs of America (DECA), a service organization dedicated to the goals of teaching distributive education and good citizenship. DECA members - students and faculty - run their local chapter, elect officers, and plan and participate in activities on the local, State, and national levels.

Persons interested in sales jobs should apply to the personnel offices of large retail stores, where they are likely to be interviewed and, in some cases, given an aptitude test. Employers prefer those who enjoy working with people and have the tact to deal with difficult customers. Among other desirable characteristics are an interest in sales work, a pleasant personality, a neat appearance, and the ability to communicate clearly.

In most small stores, an experienced employee or the proprietor instructs newly hired sales personnel in making out sales checks and operating the cash register. In many larger stores, training programs are more formal and include specialized training in selling certain products.

Inexperienced sales workers in department stores typically begin in housewares, notions, and other departments where a customer needs little assistance. As they gain experience and seniority, they move to positions of greater responsibility. The most experienced - and the highest paid - sales workers sell "big ticket" items such as large appliances, furniture, and rugs. This work requires the most knowledge of the product and the greatest talent for persuasion.

Traditionally, capable sales workers without a college degree could advance to management positions. However, a college education is now becoming increasingly important for advancement. Large retail businesses generally prefer to hire college graduates as management trainees. Despite this trend, capable employees with less than a college degree should still be able to advance to administrative or supervisory work in large stores.

Opportunities for advancement are limited in small stores where one person, often the owner, does most managerial work. Retail selling experience may be an asset in qualifying for sales work with wholesalers or manufacturers.

Job Outlook

Employment of retail trade sales workers is expected to grow about as fast as the average for all occupations through the 1980's as the retail trade industry expands in response to a growing population and higher personal incomes. The volume of sales will outpace employment increases, however, as self-service - already the rule in most foodstores - is extended to variety and other kinds of stores.

Retail trade will continue to be a good source of job opportunities for high school graduates. Prospects for sales jobs are good because retail selling is a large occupation and turnover is high. Most openings will occur as experienced sales workers leave their jobs. In addition to full-time jobs, there will be many opportunities for part-time workers, as well as for temporary workers during peak selling periods such as the Christmas season.

During recessions the volume of sales and the resulting demand for sales workers may decline. Purchases of durable goods and "big ticket" items, such as cars and appliances, are most likely to be postponed during difficult economic times. In areas of high unemployment, sales of all types of goods may decline. Layoffs, however, are unlikely. Since sales worker turnover is usually very high, employers often can cut employment by simply not replacing all those who leave.

Related Occupations

Sales workers apply a general knowledge of sales techniques and specific knowledge of the products they sell. These skills are used by people in a number of other occupations, including demonstrators, route drivers, real estate sales agents, telephone solicitors, buyers, insurance agents and brokers, and manufacturers' representatives.

Sources of Additional Information

Information on careers in retailing may be obtained from the personnel offices of local stores; from State merchants' associations; or from local unions of the United Food and Commercial Workers International Union.

Information on distributive education programs may be obtained from your State employment service or writing to the U.S. Department of Education, Division of Vocational/Technical Education, Washington, D.C. 20202.

For information about a "70,001" program in your area, write to the "70,001" Limited, 600 Maryland Ave., SW., Washington, D.C. 20024.

*Occupational Outlook Handbook. Washington: U.S. Department of Labor, 1982-83.

Stock Clerks (Stock Clerks)*
222.387-058

Nature of the Work

Keeping track of supplies and equipment is important in all kinds of businesses. Well-balanced inventories an accurate recordkeeping help prevent production slowdowns and lost sales.

Stock clerks control the flow of supplies in and out of stockrooms. They receive, unpack, and store incoming merchandise or material. When necessary, they report damaged or spoiled goods. They also issue equipment and supplies; keep track of the number of items in storage; and reorder things that are in short supply. On outgoing orders, they may check the items for quality and quantity and sometimes make minor repairs or adjustments.

Materials are stored in bins, on the floor, or on shelves according to the plan of the stockroom. Stock clerks organize and mark items with identifying codes or prices so that inventories can be located quickly and easily. They keep records of items entering or leaving the stockroom. Sometimes they label, pack, crate, or address goods for delivery.

Stock clerks working in small firms also may perform various duties usually handled by shipping and receiving clerks. In large firms with specialized jobs, inventory clerks periodically count items on hand and make reports showing stock balances. Procurement clerks work in factories and prepare orders for the purchase of new equipment.

Working Conditions

Although stock clerks usually work in relatively clean, heated, and well-lighted areas, workers are on their feet much of the day. The job involves considerable bending and lifting.

Working conditions may vary depending on the items they handle. For example, stock clerks who handle refrigerated goods will spend some time in cold storage rooms. Those who handle construction materials such as bricks and lumber must do much walking and climbing to note the condition and quantity of items.

Employment

About 507,000 persons worked as stock clerks in 1978. About two-thirds of them worked in factories, wholesale firms, and retail stores. Others were employed by airlines, government agencies, schools, hospitals, and other organizations that keep large quantities of goods on hand. Jobs for stock clerks are found in all parts of the country, but most work in urban areas where factories, warehouses, and stores are concentrated.

Training, Other Qualifications, and Advancement

Although there are no specific educational requirements for beginning stock clerks, employers prefer high school graduates. Reading and writing skills and a basic knowledge of mathematics are necessary; typing and filing abilities also are helpful. Good health, especially good eyesight, is important. Generally, those who handle jewelry, liquor, or drugs must be bonded.

Stock clerks usually receive on-the-job training. New workers begin with simple tasks such as counting and marking stock. Basic responsibilities of the job usually are learned within several weeks. As they progress, stock clerks learn to keep records of incoming and outgoing supplies. In small firms, stock clerks may advance to sales positions or become assistant buyers or purchasing agents. In large firms, stock clerks can advance to more responsible stock handling jobs such as invoice clerk, stock control clerk, or procurement clerk. A few may be promoted to warehouse manager. This job involves a wide range of duties and responsibilities and normally requires extensive stock room experience and additional education.

Job Outlook

Employment of stock clerks is expected to increase about as fast as the average for all occupations through the 1980's. Stock clerks will not experience the rapid employment growth projected for office clerical workers such as secretaries or bank clerks, however. Growth will be slower than in other clerical occupations largely because so many stock clerks work in manufacturing and trade, industry sectors that are among the slowest growing in the economy. Further, employment of stock clerks will continue to be affected by automation. Computers are used for inventory control in many concerns, and automated storage systems have reduced the need for frequent shifting of stock by hand. Nevertheless, many job openings for stock clerks will occur each year as employment rises and as workers die, retire or transfer to other jobs.

In large companies, people who apply for entry level, unskilled work may be placed in stock clerk positions. Employers generally fill such jobs quickly. Individuals who specifically seek work as a stock clerk therefore may have to apply at a number of concerns to find employment.

Related Occupations

Other workers also handle, organize, and store materials for a company. Among these are order fillers, shipping and receiving clerks, material clerks, distributing clerks, and routing clerks.

Sources of Additional Information

See the section on clerical occupations for sources of additional information.

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*Occupational Outlook Handbook. Washington: U.S. Department of Labor, 1980-81.

Shipping and Receiving Clerks (Shipping and Receiving Clerks)*
222.387-050

Nature of the Work

Shipping and receiving clerks keep track of goods transferred between businesses and their customers and suppliers. In small companies, one clerk may record all shipments sent out and received; in larger companies, a number of clerks take care of this recordkeeping.

Shipping clerks are responsible for all shipments leaving a business place. Before goods are sent to a customer, these clerks check to be sure the order has been filled correctly, and may fill the order themselves. They obtain merchandise from the stockroom and wrap it or pack it in shipping containers. Clerks also put addresses and other identifying information on packages, look up and compute either freight or postal rates, and record the weight and cost of each shipment. They also may prepare invoices and furnish information about shipments to another part of the company, such as the accounting department. Once a shipment is checked and ready to go, shipping clerks may move it to the shipping dock and direct its loading into trucks according to its destination. Shipping and receiving clerks in small businesses may perform some stock clerk duties.

When shipments arrive, receiving clerks perform tasks similar to those of shipping clerks. They determine whether their employer's orders have been correctly filled by verifying incoming shipments against the original order and the accompanying bill of lading or invoice. They record the shipment and the condition of its contents. Clerks also arrange for adjustments with shippers whenever merchandise is lost or damaged. The job may also include routing or moving shipments to the proper department, warehouse section, or stockroom and providing information that is needed to compute inventories.

Working Conditions

Although shipping and receiving clerks generally work in warehouses or in shipping and receiving rooms, they may spend considerable time on the outside loading platforms. Workplaces often are large, unpartitioned areas that may be drafty, cold, and littered with packing materials.

Most clerks have to stand for long periods while they check merchandise. Locating numbers and descriptions on cartons often requires a great deal of bending, stooping, and stretching. Also, under the pressure of getting shipments moved on time, clerks sometimes may help load or unload materials in the warehouse.

Night work and overtime, including work on Saturdays, Sundays, and holidays, may be necessary when shipments have been unduly delayed or when materials are needed immediately on production lines. Most shipping and receiving clerks receive time and one-half for work over 40 hours.

Employment

About 461,000 persons worked as shipping and receiving clerks in 1978. More than half worked in factories and about one-third were employed by wholesale houses or retail stores. Although jobs for shipping and receiving clerks are found throughout the country, most clerks work in urban areas, where many factories and wholesale houses are located.

Training, Other Qualifications, and Advancement

High school graduates are preferred for beginning jobs in shipping and receiving departments. Business arithmetic; typing, and other high school business subjects are helpful. The ability to write legibly and keep orderly records is important. Dependability and an interest in learning about the firm's products and business activities are other qualities that employers seek. In addition, shipping and receiving clerks should be able to work under close supervision at repetitive tasks.

New employees usually are trained on the job by an experienced worker. As part of their training, they often file, check addresses, attach labels, and check items included in shipments. As clerks gain experience, they may be assigned tasks requiring a good deal of independent judgment, such as handling problems with damaged merchandise, or supervising other workers in shipping or receiving rooms.

A job as a shipping or receiving clerk offers a good opportunity for new workers in a firm to learn about their company's products and business practices. Some clerks may be promoted to head shipping or receiving clerk, warehouse manager, or purchasing agent. Very experienced workers with a broad understanding of shipping and receiving may enter related fields such as industrial traffic management.

Job Outlook

Employment of shipping and receiving clerks is expected to increase about as fast as the average for all occupations through the 1980's. The number of shipping and receiving clerks will not increase as much as office clerical workers such as secretaries or bank clerks, however, largely because so many shipping and receiving clerks work in manufacturing and trade industry sectors that are among the slowest growing in the economy.

Further, employment of shipping and receiving clerks will continue to be affected by automation. Growing numbers of firms are using computers to store and retrieve shipping and receiving records. The increased use will make warehouse operations more effective.

Related Occupations

Shipping and receiving clerks record, check, and often store the materials that a company receives. They also process and pack goods for shipment. Other workers who perform similar duties are stock clerks, material clerks, distributing clerks, routing clerks, and order fillers.

Sources of Additional Information

See the section on clerical occupations for sources of additional information.

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*Occupational Outlook Handbook. Washington: U.S. Department of Labor, 1980-81.

Marker (Marker)*
209.587-034

Nature of the Work

Markers are involved in marking merchandise once it has been received into the warehouse. They may open cartons, boxes, crates and the like, check the order number or stock number, and make sure that the merchandise is correct. They check prices against information taken from the purchase order previously prepared by the buyer. They clearly and accurately prepare and mark prices and other information on merchandise. Markers use price marking machines and shoplifting water machines that print information on tickets and labels. In warehouses, cases of merchandise are often marked with case labels. Markers need an aptitude for working with data and mathematical figures, an ability to read, and be attentive to details. They must have a sense of responsibility and a concern for accuracy. They must be able to work with invoices and understand pricing policies and procedures.

Working Conditions

Most jobs are inside and require little lifting of heavy objects, however, they may be required to move products around in the stockroom or to the sales floor in order to mark the items. In major self-service or warehouse types of retail stores, marking may be done on the sales floor. Working hours are related to the business hours of the store, however, markers may be required to work late at night after the business closes.

Employment

Markers work in both retail and wholesale trades. They work closely with the shipping and receiving clerks, stockpersons and in fact, may combine these jobs with their major duties in other positions. Jobs are generally located in stockrooms or warehouses, however, most jobs are in major department stores and other retail distribution centers.

Training, Other Qualifications, and Advancement

Markers are generally required to have a high school education. They should have an aptitude for data and be able to understand numerical calculations. Most of the job skills are learned on the job and through training programs. Many learn their jobs while working in cooperative training programs while attending high school or college. Their job may be combined with other job titles in small businesses.

Markers can move from warehousing and stockroom jobs to other positions within the organization. They may move into

buying or retail selling. Many opportunities have become available in recent years in wholesaling and other jobs in warehousing.

Job Outlook

All jobs in warehousing are closely tied to growth in the retailing business. The number of new employees in this area should continue to grow through the 1980's. Some of the growth will result from the need to replace present workers who retire, die, or leave the job for other reasons. However, a strong economy, expansion of new products and specialization in this area will contribute to this growth. The increased volume of retail sales will demand an increase in the numbers of employees working as markers in wholesaling and retailing positions.

Related Occupations

Occupations related to the marker's job are shipping and receiving clerks, stockpersons, stockroom supervisors, shipping and receiving managers, sales personnel and buyers. Many markers may jointly perform tasks in these occupations while performing their duties as markers.

Sources of Additional Information

Additional information may be obtained from all kinds of local businesses that employ markers, i.e., department stores, building materials centers and apparel stores. The local office of the State employment service may be able to provide additional information.

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*Occupational Outlook Handbook. Washington: U.S. Department of Labor, 1980-81.

Cashier (Cashier II)*
211.462-010

Nature of the Work

Supermarkets, movie theaters and restaurants are among the many businesses that employ cashiers to handle payments from customers. Most cashiers receive money, make change, fill out charge forms and give receipts.

In addition to these duties, cashiers, depending on their place of employment, may do other work and have different job titles. Those employed in theaters, for example, are often called box office cashiers or ticket sellers. They operate ticket-dispensing machines and answer telephone inquiries. Restaurant cashiers, sometimes called cashier checkers, may handle reservations for meals and special parties, type menus, or sell items at the candy and cigarette counter. In supermarkets and other self-service stores, cashiers known as checkout clerks, checkers, or grocery clerks wrap or bag purchases. They also may restock shelves and mark prices, rearrange displays of merchandise, and take inventory. In many offices, cashiers, known as agency or front-office cashiers, type, operate the switchboard, do bookkeeping, and act as receptionists.

Cashiers operate several types of machines. Many use cash registers that print the amount of the sale on a paper tape. A rapidly growing number of cashiers operate electronic registers, computerized point-of-sale registers, or computerized scanning systems. Depending upon its complexity, a computerized system may automatically calculate the necessary taxes and record inventory numbers and other information. Such registers are replacing less versatile, conventional models in many stores. Cashiers who work in hotels and hospitals use machines that record charges for telephone, medical and other services and prepare itemized bills. Cashiers may also operate adding and change-dispensing machines.

Working Conditions

Most cashiers work indoors, often in small booths or behind counters located near store entrances. They may have to stand for long periods of time. In some cases, they are exposed to cold drafts in the winter and considerable heat during the summer.

Employment

In 1980, about 1,600,000 persons worked as cashiers. More cashiers work in supermarkets and other foodstores than in any other kind of store. However, cashiers are needed in businesses and organizations of all types of sizes, and many find jobs in department stores, drugstores, hardware stores, furniture stores,

and other kinds of retail stores. Restaurants, hotels, theaters, schools and hospitals also employ a large number of cashiers. Businesses employing cashiers are located in large cities, suburban shopping centers, small towns, and rural areas. The Federal Government employs a small number, primarily in the Department of Defense, in clubs, cafeterias, and exchanges on military installations.

Opportunities for part time work are very good. Nearly half of all cashiers work part time; about 1 in 4 is a student.

Training, Other Qualifications, and Advancement

Employers prefer beginning cashiers with high school diplomas. Although there are no specific educational requirements, courses in business arithmetic, bookkeeping, typing, and other business subjects are good preparation for cashier jobs. Cashier training is offered as part of many public school vocational programs.

Many employers offer on-the-job training for cashiers. In a small firm, the beginner is trained on the job by an experienced worker. In large firms, cashier training programs often include classroom instruction in the use of electronic or computerized registers and in other phases of cashier's jobs. Many persons enter cashier positions without significant prior work experience. For some jobs, however, employers seek persons who have special skills or business experience, such as typing or selling. Many openings, especially full time positions, are filled by promoting qualified part time workers already employed by the firm.

Persons who want to become cashiers should be able to do repetitious work accurately. They need finger dexterity, a high degree of eye-hand coordination, and an aptitude for working with figures. Because they meet the public, cashiers should be neat in appearance and able to deal tactfully and pleasantly with customers.

Promotion opportunities for cashiers tend to be limited. However, the cashier's job affords a good opportunity to learn an employer's business and so may serve as a steppingstone to a more responsible job, such as bookkeeper or manager. Cashiers working in chainstores and other large retail businesses, for example, may advance to department or store managers.

Job Outlook

Many job openings for cashiers are expected through the 1980's. The occupation is large, and employment is expected to grow faster than the average for all occupations. Growth in eating and drinking places, particularly in fast food chains, is expected to be especially rapid. However, even more openings

will occur as cashiers transfer to other occupations or leave the labor force. Opportunities for part-time employment are also expected to continue to be very good.

Employment of cashiers is likely to be affected by the use of computerized checkout systems, which are beginning to replace cash registers in some supermarkets. An optical or magnetic scanner transmits the code number (Universal Product Code-UPC) of each purchase to a computer that is programmed to record a description and price of the item, add tax, and print out a receipt. The computer also keeps track of the store's inventory and places orders with the warehouse when stock is needed. The widespread adoption of automated checkout systems in supermarkets and other establishments is expected to slow employment growth of cashiers and other workers. However, resistance from consumer and labor groups may limit the adoption of such systems. Employment in the supermarket industry is not very sensitive to fluctuations in the economy, since people must eat whether they have a job or not.

Related Occupations

Cashiers pay or receive money and keep account of such exchanges. Other workers with similar duties include bank tellers, ticket sellers, post office clerks, toll collectors, sales clerks, and adding-machine operators.

Sources of Additional Information

Details about employment opportunities are available from local businesses and the local office of the State employment service.

*Occupational Outlook Handbook. Washington: U.S. Department of Labor, 1980-81.

Display Workers (Display, Merchandise)*
298.081-010

Nature of the Work

It happens every day: A shopper browsing through a clothing store notices an attractive outfit on a mannequin and decides to buy one just like it. A fishing enthusiast sees a display of angling equipment in a store window, goes in, and buys a new reel. Eye-catching displays in store windows and stores attract customers and encourage them to buy. Knowing how effective this form of advertising can be, some stores allot a large share of their publicity budget to displays.

Merchandise displayers (D.O.T. 298.081-010) create a visual background or a "buying" atmosphere through displaying merchandise. They design and install displays of clothing, accessories, and furniture in store windows, showcases, and on the sales floor. Their aim is to develop attractive and attention-getting ways of showing merchandise. Display workers known as model dressers specialize in dressing mannequins. Others are designated according to the area they decorate as showcase trimmers or window dressers.

Display workers use imagination and creative ability as well as knowledge of color harmony, composition, and other fundamentals of art and interior design when creating an overall setting to show off the merchandise. They may, for example, choose a theme - a beach setting to advertise bathing suits or surfing equipment - and design a colorful display around this theme. After the design has been approved by the display manager, display workers obtain the props and other necessary accessories. Their craft skills come into play at this time.

Display workers often construct many of the props themselves using hammers, saws, spray guns, and other tools. They may be assisted in these tasks by carpenters, painters or by store maintenance workers. Sometimes display workers use merchandise from other store departments as props. They may also use old props designed for previous displays, or order props from firms that specialize in them. The display workers install background settings such as wallpaper and carpeting, lighting equipment, and the props. Every 7 to 14 days, they dismantle and replace old displays with new ones.

In large stores that employ many display workers, each may specialize in an activity such as carpentry, painting, making signs, or setting up interior or window displays. A display director usually supervises and coordinates the activities of all departments and confers with store, merchandising, and sales managers to select merchandise for promotion and plan displays.

Commercial decorators (D.O.T. 298.381-010) are often employed by the promoters of trade exhibitions to prepare and install decorations and displays for trade and industrial shows, exhibitions, festivals, and other special events.

Working Conditions

Display personnel have the opportunity to do creative work. Creating a design and transforming it into reality can be a highly rewarding experience.

Display workers usually work 35 to 40 hours a week. During busy seasons, such as before Christmas and Easter, they may work overtime, nights, and weekends to prepare special displays.

Construction and installation of displays frequently require prolonged standing, bending, stooping, and working in awkward positions. Display workers risk injury from falls off ladders, from contact with sharp or rough materials, and from the use of power tools, but serious injuries are uncommon.

Employment

About 26,000 persons were employed as display workers in 1980. Most worked in retail stores such as department and clothing stores. Display workers were employed in many other kinds of retail stores, however, including variety, drug, and shoe stores and in book and gift shops. Others worked on a freelance basis or for design firms that handle professional window dressing for small stores.

Geographically, employment is distributed much like the Nations' population, with most jobs in larger towns and cities.

Training, Other Qualifications, and Advancement

Most display workers learn their trade through informal on-the-job training. Beginners are hired as helpers to dismantle displays, carry props, and do other routine tasks. Gradually, they are assigned more difficult tasks such as building props, and, if they show artistic talent, planning simple designs. Training time varies, however, depending on the beginners' ability and the variety and complexity of displays.

A high school diploma is the minimum requirement for most beginning jobs. Courses that provide helpful training for display work include art, woodworking, mechanical drawing, and merchandising. Some employers seek applicants who have completed college courses in art, interior decorating, fashion design, advertising, or related subjects.

Display work is included in the curriculum of many of the distributive education and marketing programs taught in high schools and community and junior colleges. Fashion merchandising schools and fine arts institutes also offer courses useful to display workers.

Creative ability, imagination, manual dexterity, and mechanical aptitude are among the most important personal qualifications needed in this field. Good physical condition and agility are needed to carry equipment, climb ladders, and work in close quarters without upsetting props.

Advancement may take several forms. A display worker with supervisory ability might become display director in a large store, and then progress to sales promotion director or head of store planning.

Freelance work is another avenue of advancement. Relatively little financial investment is needed to start a freelance business in the design field. However, this is a highly competitive area and business is likely to be slow until the firm's reputation is established. For this reason, some workers moonlight until they have enough clients for full-time work.

The display worker's skills also could lead to jobs in other art-related occupations such as interior decoration or photography. These occupations, however, require additional formal training.

Job Outlook

Employment of display workers is expected to grow about as fast as the average for all occupations through the 1980's. Employment growth will reflect the expansion of retail trade as well as the growing popularity of visual merchandising, which involves extensive use of merchandise to decorate the store and frequent changes of displays. In addition to the jobs resulting from employment growth, openings will arise as experienced workers transfer to other occupations, retire, or die. Employment of display workers may be affected by economic fluctuations, however, since their jobs depend on the volume of sales in retail establishments and people tend to buy less during economic downturns.

Employment opportunities will continue to be concentrated in large stores, most of which are located in metropolitan areas.

Related Occupations

Display workers draw, paint, design, and construct displays that promote the sales of merchandise. An ability to recognize different shades and colors and the ability to form a mental image of how shapes and forms can be combined and arranged in artistic ways are some of the skills needed to succeed in this kind of work. Others whose work requires these skills include exhibit designers, floral designers, graphic designers, interior designers, and set designers.

Sources of Additional Information

Details on career opportunities can be obtained from local retailers, such as department stores, and from local offices of the State employment service.

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*Occupational Outlook Handbook. Washington: U.S. Department of Labor, 1982-83.

APPAREL AND ACCESSORIES

Stock Clerks (Stock Clerks)*
222.387-058

Nature of the Work

Keeping track of supplies and equipment is important in all kinds of businesses. Well-balanced inventories an accurate recordkeeping help prevent production slowdowns and lost sales.

Stock clerks control the flow of supplies in and out of stockrooms. They receive, unpack, and store incoming merchandise or material. When necessary, they report damaged or spoiled goods. They also issue equipment and supplies; keep track of the number of items in storage; and reorder things that are in short supply. On outgoing orders, they may check the items for quality and quantity and sometimes make minor repairs or adjustments.

Materials are stored in bins, on the floor, or on shelves according to the plan of the stockroom. Stock clerks organize and mark items with identifying codes or prices so that inventories can be located quickly and easily. They keep records of items entering or leaving the stockroom. Sometimes they label, pack, crate, or address goods for delivery.

Stock clerks working in small firms also may perform various duties usually handled by shipping and receiving clerks. In large firms with specialized jobs, inventory clerks periodically count items on hand and make reports showing stock balances. Procurement clerks work in factories and prepare orders for the purchase of new equipment.

Working Conditions

Although stock clerks usually work in relatively clean, heated, and well-lighted areas, workers are on their feet much of the day. The job involves considerable bending and lifting.

Working conditions may vary depending on the items they handle. For example, stock clerks who handle refrigerated goods will spend some time in cold storage rooms. Those who handle construction materials such as bricks and lumber must do much walking and climbing to note the condition and quantity of items.

Employment

About 507,000 persons worked as stock clerks in 1978. About two-thirds of them worked in factories, wholesale firms, and retail stores. Others were employed by airlines, government agencies, schools, hospitals, and other organizations that keep large quantities of goods on hand. Jobs for stock clerks are found in all parts of the country, but most work in urban areas where factories, warehouses, and stores are concentrated.

Training, Other Qualifications, and Advancement

Although there are no specific educational requirements for beginning stock clerks, employers prefer high school graduates. Reading and writing skills and a basic knowledge of mathematics are necessary; typing and filing abilities also are helpful. Good health, especially good eyesight, is important. Generally, those who handle jewelry, liquor, or drugs must be bonded.

Stock clerks usually receive on-the-job training. New workers begin with simple tasks such as counting and marking stock. Basic responsibilities of the job usually are learned within several weeks. As they progress, stock clerks learn to keep records of incoming and outgoing supplies. In small firms, stock clerks may advance to sales positions or become assistant buyers or purchasing agents. In large firms, stock clerks can advance to more responsible stock handling jobs such as invoice clerk, stock control clerk, or procurement clerk. A few may be promoted to warehouse manager. This job involves a wide range of duties and responsibilities and normally requires extensive stock room experience and additional education.

Job Outlook

Employment of stock clerks is expected to increase about as fast as the average for all occupations through the 1980's. Stock clerks will not experience the rapid employment growth projected for office clerical workers such as secretaries or bank clerks, however. Growth will be slower than in other clerical occupations largely because so many stock clerks work in manufacturing and trade, industry sectors that are among the slowest growing in the economy. Further, employment of stock clerks will continue to be affected by automation. Computers are used for inventory control in many concerns, and automated storage systems have reduced the need for frequent shifting of stock by hand. Nevertheless, many job openings for stock clerks will occur each year as employment rises and as workers die, retire or transfer to other jobs.

In large companies, people who apply for entry level, unskilled work may be placed in stock clerk positions. Employers generally fill such jobs quickly. Individuals who specifically seek work as a stock clerk therefore may have to apply at a number of concerns to find employment.

Related Occupations

Other workers also handle, organize, and store materials for a company. Among these are order fillers, shipping and receiving clerks, material clerks, distributing clerks, and routing clerks.

Sources of Additional Information

See the section on clerical occupations for sources of additional information.

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*Occupational Outlook Handbook. Washington: U.S. Department of Labor, 1980-81.

Marker (Marker)*
209.587-034

Nature of the Work

Markers are involved in marking merchandise once it has been received into the warehouse. They may open cartons, boxes, crates and the like, check the order number or stock number, and make sure that the merchandise is correct. They check prices against information taken from the purchase order previously prepared by the buyer. They clearly and accurately prepare and mark prices and other information on merchandise. Markers use price marking machines and shoplifting water machines that print information on tickets and labels. In warehouses, cases of merchandise are often marked with case labels. Markers need an aptitude for working with data and mathematical figures, an ability to read, and be attentive to details. They must have a sense of responsibility and a concern for accuracy. They must be able to work with invoices and understand pricing policies and procedures.

Working Conditions

Most jobs are inside and require little lifting of heavy objects, however, they may be required to move products around in the stockroom or to the sales floor in order to mark the items. In major self-service or warehouse types of retail stores, marking may be done on the sales floor. Working hours are related to the business hours of the store, however, markers may be required to work late at night after the business closes.

Employment

Markers work in both retail and wholesale trades. They work closely with the shipping and receiving clerks, stockpersons and in fact, may combine these jobs with their major duties in other positions. Jobs are generally located in stockrooms or warehouses, however, most jobs are in major department stores and other retail distribution centers.

Training, Other Qualifications, and Advancement

Markers are generally required to have a high school education. They should have an aptitude for data and be able to understand numerical calculations. Most of the job skills are learned on the job and through training programs. Many learn their jobs while working in cooperative training programs while attending high school or college. Their job may be combined with other job titles in small businesses.

Markers can move from warehousing and stockroom jobs to other positions within the organization. They may move into

buying or retail selling. Many opportunities have become available in recent years in wholesaling and other jobs in warehousing.

Job Outlook

All jobs in warehousing are closely tied to growth in the retailing business. The number of new employees in this area should continue to grow through the 1980's. Some of the growth will result from the need to replace present workers who retire, die, or leave the job for other reasons. However, a strong economy, expansion of new products and specialization in this area will contribute to this growth. The increased volume of retail sales will demand an increase in the numbers of employees working as markers in wholesaling and retailing positions.

Related Occupations

Occupations related to the marker's job are shipping and receiving clerks, stockpersons, stockroom supervisors, shipping and receiving managers, sales personnel and buyers. Many markers may jointly perform tasks in these occupations while performing their duties as markers.

Sources of Additional Information

Additional information may be obtained from all kinds of local businesses that employ markers, i.e., department stores, building materials centers and apparel stores. The local office of the State employment service may be able to provide additional information.

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*Occupational Outlook Handbook. Washington: U.S. Department of Labor, 1980-81.

Shipping and Receiving Clerks (Shipping and Receiving Clerks)*

222.387-050

Nature of the Work

Shipping and receiving clerks keep track of goods transferred between businesses and their customers and suppliers. In small companies, one clerk may record all shipments sent out and received; in larger companies, a number of clerks take care of this recordkeeping.

Shipping clerks are responsible for all shipments leaving a business place. Before goods are sent to a customer, these clerks check to be sure the order has been filled correctly, and may fill the order themselves. They obtain merchandise from the stockroom and wrap it or pack it in shipping containers. Clerks also put addresses and other identifying information on packages, look up and compute either freight or postal rates, and record the weight and cost of each shipment. They also may prepare invoices and furnish information about shipments to another part of the company, such as the accounting department. Once a shipment is checked and ready to go, shipping clerks may move it to the shipping dock and direct its loading into trucks according to its destination. Shipping and receiving clerks in small businesses may perform some stock clerk duties.

When shipments arrive, receiving clerks perform tasks similar to those of shipping clerks. They determine whether their employer's orders have been correctly filled by verifying incoming shipments against the original order and the accompanying bill of lading or invoice. They record the shipment and the condition of its contents. Clerks also arrange for adjustments with shippers whenever merchandise is lost or damaged. The job may also include routing or moving shipments to the proper department, warehouse section, or stockroom and providing information that is needed to compute inventories.

Working Conditions

Although shipping and receiving clerks generally work in warehouses or in shipping and receiving rooms, they may spend considerable time on the outside loading platforms. Workplaces often are large, unpartitioned areas that may be drafty, cold, and littered with packing materials.

Most clerks have to stand for long periods while they check merchandise. Locating numbers and descriptions on cartons often requires a great deal of bending, stooping, and stretching. Also, under the pressure of getting shipments moved on time, clerks sometimes may help load or unload materials in the warehouse.

Night work and overtime, including work on Saturdays, Sundays, and holidays, may be necessary when shipments have been unduly delayed or when materials are needed immediately on production lines. Most shipping and receiving clerks receive time and one-half for work over 40 hours.

Employment

About 461,000 persons worked as shipping and receiving clerks in 1978. More than half worked in factories and about one-third were employed by wholesale houses or retail stores. Although jobs for shipping and receiving clerks are found throughout the country, most clerks work in urban areas, where many factories and wholesale houses are located.

Training, Other Qualifications, and Advancement

High school graduates are preferred for beginning jobs in shipping and receiving departments. Business arithmetic; typing, and other high school business subjects are helpful. The ability to write legibly and keep orderly records is important. Dependability and an interest in learning about the firm's products and business activities are other qualities that employers seek. In addition, shipping and receiving clerks should be able to work under close supervision at repetitive tasks.

New employees usually are trained on the job by an experienced worker. As part of their training, they often file, check addresses, attach labels, and check items included in shipments. As clerks gain experience, they may be assigned tasks requiring a good deal of independent judgment, such as handling problems with damaged merchandise, or supervising other workers in shipping or receiving rooms.

A job as a shipping or receiving clerk offers a good opportunity for new workers in a firm to learn about their company's products and business practices. Some clerks may be promoted to head shipping or receiving clerk, warehouse manager, or purchasing agent. Very experienced workers with a broad understanding of shipping and receiving may enter related fields such as industrial traffic management.

Job Outlook

Employment of shipping and receiving clerks is expected to increase about as fast as the average for all occupations through the 1980's. The number of shipping and receiving clerks will not increase as much as office clerical workers such as secretaries or bank clerks, however, largely because so many shipping and receiving clerks work in manufacturing and trade, industry sectors that are among the slowest growing in the economy.

Further, employment of shipping and receiving clerks will continue to be affected by automation. Growing numbers of firms are using computers to store and retrieve shipping and receiving records. The increased use will make warehouse operations more effective.

Related Occupations

Shipping and receiving clerks record, check, and often store the materials that a company receives. They also process and pack goods for shipment. Other workers who perform similar duties are stock clerks, material clerks, distributing clerks, routing clerks, and order fillers.

Sources of Additional Information

See the section on clerical occupations for sources of additional information.

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*Occupational Outlook Handbook. Washington: U.S. Department of Labor, 1980-81.

Retail Trade Sales Workers (Salesperson, Women's Apparel and Accessories)*

261.357-066

Nature of the Work

The success of any retail business depends largely on its sales workers. Courteous and efficient service from behind the counter or on the sales floor does much to satisfy customers and build a store's reputation.

Whether selling furniture, electrical appliances, or clothing, a sales worker's primary job is to interest customers in merchandise - by describing its construction, demonstrating its use, and showing various models and colors. For some jobs, special knowledge or skills are needed. In a pet shop, for example, sales workers must know about the care and feeding of animals. However, in jobs selling standardized articles such as food, hardware, linens and housewares, sales workers often do little more than take payments and wrap purchases.

In addition to selling, most retail sales workers make out sales checks, receive cash payments, and give change and receipts. They also handle returns and exchanges of merchandise and keep their work areas neat. In small stores, they may help order merchandise, stock shelves or racks, mark price tags, take inventory, and prepare displays.

Working Conditions

Most sales workers in retail trade work in clean, comfortable, well-lighted stores. Some, however, work outside the store. Kitchen equipment sales workers may visit prospective customers' homes, for example, to help them plan renovations, and used-car sales workers may spend much time at an outdoor lot. Many sales workers must stand for long periods.

Many sales workers have a 5-day, 40-hour week, although in some stores the standard workweek is longer. Because Saturday is a busy day in retailing, employees usually work that day and have a weekday off. Longer than normal hours may be scheduled before Christmas and during other peak periods. Some, especially those employed by stores in suburban shopping centers, regularly work one evening or more a week.

Part-time sales workers generally work during peak hours of business - daytime rush hours, evenings, and weekends.

Employment

In 1980, more than 3.3 million sales workers were employed in retail businesses. They worked in stores ranging from the small drug or grocery store employing one part-time sales person to the giant department store with hundreds of sales workers. They also work for door-to-door sales companies and mail-order houses. The largest employers of retail trade sales workers are department stores and other general merchandise stores, apparel and accessories, food, drug and furniture stores, and car dealers.

Retail sales jobs are distributed geographically much the same way as the population; most sales workers are employed in cities and the nearby suburbs.

Training, Other Qualifications, and Advancement

Employers generally prefer high school graduates for sales jobs, but also hire those with less education. Persons under 18 may need a work permit.

Thousands of high schools across the country have distributive education programs, generally with a cooperative arrangement between the school and businesses. Students work part-time at local stores while taking courses in merchandising, accounting, and other aspects of retailing. The experience and education gained can improve their prospects for permanent employment.

Many distributive education programs include adult and continuing education. In addition, a federally funded project called "70,001" focuses on the needs of disadvantaged youth and high school dropouts. Involving schools and colleges across the Nation, "70,001" combines full-time employment with part-time instruction after hours.

Many high schools and colleges have a chapter of Distributive Education Clubs of America (DECA), a service organization dedicated to the goals of teaching distributive education and good citizenship. DECA members - students and faculty - run their local chapter, elect officers, and plan and participate in activities on the local, State, and national levels.

Persons interested in sales jobs should apply to the personnel offices of large retail stores, where they are likely to be interviewed and, in some cases, given an aptitude test. Employers prefer those who enjoy working with people and have the tact to deal with difficult customers. Among other desirable characteristics are an interest in sales work, a pleasant personality, a neat appearance, and the ability to communicate clearly.

In most small stores, an experienced employee or the proprietor instructs newly hired sales personnel in making out sales checks and operating the cash register. In many larger stores, training programs are more formal and include specialized training in selling certain products.

Inexperienced sales workers in department stores typically begin in housewares, notions, and other departments where a customer needs little assistance. As they gain experience and seniority, they move to positions of greater responsibility. The most experienced - and the highest paid - sales workers sell "big ticket" items such as large appliances, furniture, and rugs. This work requires the most knowledge of the product and the greatest talent for persuasion.

Traditionally, capable sales workers without a college degree could advance to management positions. However, a college education is now becoming increasingly important for advancement. Large retail businesses generally prefer to hire college graduates as management trainees. Despite this trend, capable employees with less than a college degree should still be able to advance to administrative or supervisory work in large stores.

Opportunities for advancement are limited in small stores where one person, often the owner, does most managerial work. Retail selling experience may be an asset in qualifying for sales work with wholesalers or manufacturers.

Job Outlook

Employment of retail trade sales workers is expected to grow about as fast as the average for all occupations through the 1980's as the retail trade industry expands in response to a growing population and higher personal incomes. The volume of sales will outpace employment increases, however, as self-service - already the rule in most foodstores - is extended to variety and other kinds of stores.

Retail trade will continue to be a good source of job opportunities for high school graduates. Prospects for sales jobs are good because retail selling is a large occupation and turnover is high. Most openings will occur as experienced sales workers leave their jobs. In addition to full-time jobs, there will be many opportunities for part-time workers, as well as for temporary workers during peak selling periods such as the Christmas season.

During recessions the volume of sales and the resulting demand for sales workers may decline. Purchases of durable goods and "big ticket" items, such as cars and appliances, are most likely to be postponed during difficult economic times. In areas of high unemployment, sales of all types of goods may decline. Layoffs, however, are unlikely. Since sales worker turnover is usually very high, employers often can cut employment by simply not replacing all those who leave.

Related Occupations

Sales workers apply a general knowledge of sales techniques and specific knowledge of the products they sell. These skills are used by people in a number of other occupations, including demonstrators, route drivers, real estate sales agents, telephone solicitors, buyers, insurance agents and brokers, and manufacturers' representatives.

Sources of Additional Information

Information on careers in retailing may be obtained from the personnel offices of local stores; from State merchants' associations; or from local unions of the United Food and Commercial Workers International Union.

Information on distributive education programs may be obtained from your State employment service or writing to the U.S. Department of Education, Division of Vocational/Technical Education, Washington, D.C. 20202.

For information about a "70,001" program in your area, write to the "70,001" Limited, 600 Maryland Ave., SW., Washington, D.C. 20024.

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*Occupational Outlook Handbook. Washington: U.S. Department of Labor, 1982-83.

Retail Trade Sales Workers (Sales Attendant)*
299.677-010

Nature of the Work

The success of any retail business depends largely on its sales workers. Courteous and efficient service from behind the counter or on the sales floor does much to satisfy customers and build a store's reputation.

Whether selling furniture, electrical appliances, or clothing, a sales worker's primary job is to interest customers in merchandise - by describing its construction, demonstrating its use, and showing various models and colors. For some jobs, special knowledge or skills are needed. In a pet shop, for example, sales workers must know about the care and feeding of animals. However, in jobs selling standardized articles such as food, hardware, linens and housewares, sales workers often do little more than take payments and wrap purchases.

In addition to selling, most retail sales workers make out sales checks, receive cash payments, and give change and receipts. They also handle returns and exchanges of merchandise and keep their work areas neat. In small stores, they may help order merchandise, stock shelves or racks, mark price tags, take inventory, and prepare displays.

Working Conditions

Most sales workers in retail trade work in clean, comfortable, well-lighted stores. Some, however, work outside the store. Kitchen equipment sales workers may visit prospective customers' homes, for example, to help them plan renovations, and used-car sales workers may spend much time at an outdoor lot. Many sales workers must stand for long periods.

Many sales workers have a 5-day, 40-hour week, although in some stores the standard workweek is longer. Because Saturday is a busy day in retailing, employees usually work that day and have a weekday off. Longer than normal hours may be scheduled before Christmas and during other peak periods. Some, especially those employed by stores in suburban shopping centers, regularly work one evening or more a week.

Part-time sales workers generally work during peak hours of business - daytime rush hours, evenings, and weekends.

Employment

In 1980, more than 3.3 million sales workers were employed in retail businesses. They worked in stores ranging from the small drug or grocery store employing one part-time sales person to the giant department store with hundreds of sales workers.

They also work for door-to-door sales companies and mail-order houses. The largest employers of retail trade sales workers are department stores and other general merchandise stores, apparel and accessories, food, drug and furniture stores, and car dealers.

Retail sales jobs are distributed geographically much the same way as the population; most sales workers are employed in cities and the nearby suburbs.

Training, Other Qualifications, and Advancement

Employers generally prefer high school graduates for sales jobs, but also hire those with less education. Persons under 18 may need a work permit.

Thousands of high schools across the country have distributive education programs, generally with a cooperative arrangement between the school and businesses. Students work part-time at local stores while taking courses in merchandising, accounting, and other aspects of retailing. The experience and education gained can improve their prospects for permanent employment.

Many distributive education programs include adult and continuing education. In addition, a federally funded project called "70,001" focuses on the needs of disadvantaged youth and high school dropouts. Involving schools and colleges across the Nation, "70,001" combines full-time employment with part-time instruction after hours.

Many high schools and colleges have a chapter of Distributive Education Clubs of America (DECA), a service organization dedicated to the goals of teaching distributive education and good citizenship. DECA members - students and faculty - run their local chapter, elect officers, and plan and participate in activities on the local, State, and national levels.

Persons interested in sales jobs should apply to the personnel offices of large retail stores, where they are likely to be interviewed and, in some cases, given an aptitude test. Employers prefer those who enjoy working with people and have the tact to deal with difficult customers. Among other desirable characteristics are an interest in sales work, a pleasant personality, a neat appearance, and the ability to communicate clearly.

In most small stores, an experienced employee or the proprietor instructs newly hired sales personnel in making out sales checks and operating the cash register. In many larger stores, training programs are more formal and include specialized training in selling certain products.

Inexperienced sales workers in department stores typically begin in housewares, notions, and other departments where a customer needs little assistance. As they gain experience and seniority, they move to positions of greater responsibility. The most experienced - and the highest paid - sales workers sell "big ticket" items such as large appliances, furniture, and rugs. This work requires the most knowledge of the product and the greatest talent for persuasion.

Traditionally, capable sales workers without a college degree could advance to management positions. However, a college education is now becoming increasingly important for advancement. Large retail businesses generally prefer to hire college graduates as management trainees. Despite this trend, capable employees with less than a college degree should still be able to advance to administrative or supervisory work in large stores.

Opportunities for advancement are limited in small stores where one person, often the owner, does most managerial work. Retail selling experience may be an asset in qualifying for sales work with wholesalers or manufacturers.

Job Outlook

Employment of retail trade sales workers is expected to grow about as fast as the average for all occupations through the 1980's as the retail trade industry expands in response to a growing population and higher personal incomes. The volume of sales will outpace employment increases, however, as self-service - already the rule in most foodstores - is extended to variety and other kinds of stores.

Retail trade will continue to be a good source of job opportunities for high school graduates. Prospects for sales jobs are good because retail selling is a large occupation and turnover is high. Most openings will occur as experienced sales workers leave their jobs. In addition to full-time jobs, there will be many opportunities for part-time workers, as well as for temporary workers during peak selling periods such as the Christmas season.

During recessions the volume of sales and the resulting demand for sales workers may decline. Purchases of durable goods and "big ticket" items, such as cars and appliances, are most likely to be postponed during difficult economic times. In areas of high unemployment, sales of all types of goods may decline. Layoffs, however, are unlikely. Since sales worker turnover is usually very high, employers often can cut employment by simply not replacing all those who leave.

Related Occupations

Sales workers apply a general knowledge of sales techniques and specific knowledge of the products they sell. These skills are used by people in a number of other occupations, including demonstrators, route drivers, real estate sales agents, telephone solicitors, buyers, insurance agents and brokers, and manufacturers' representatives.

Sources of Additional Information

Information on careers in retailing may be obtained from the personnel offices of local stores; from State merchants' associations; or from local unions of the United Food and Commercial Workers International Union.

Information on distributive education programs may be obtained from your State employment service or writing to the U.S. Department of Education, Division of Vocational/Technical Education, Washington, D.C. 20202.

For information about a "70,001" program in your area, write to the "70,001" Limited, 600 Maryland Ave., SW., Washington, D.C. 20024.

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*Occupational Outlook Handbook. Washington: U.S. Department of Labor, 1982-83.

Display Workers (Display, Merchandise)*
298.081-010

Nature of the Work

It happens every day: A shopper browsing through a clothing store notices an attractive outfit on a mannequin and decides to buy one just like it. A fishing enthusiast sees a display of angling equipment in a store window, goes in, and buys a new reel. Eye-catching displays in store windows and stores attract customers and encourage them to buy. Knowing how effective this form of advertising can be, some stores allot a large share of their publicity budget to displays.

Merchandise displayers (D.O.T. 298.081-010) create a visual background or a "buying" atmosphere through displaying merchandise. They design and install displays of clothing, accessories, and furniture in store windows, showcases, and on the sales floor. Their aim is to develop attractive and attention-getting ways of showing merchandise. Display workers known as model dressers specialize in dressing mannequins. Others are designated according to the area they decorate as showcase trimmers or window dressers.

Display workers use imagination and creative ability as well as knowledge of color harmony, composition, and other fundamentals of art and interior design when creating an overall setting to show off the merchandise. They may, for example, choose a theme - a beach setting to advertise bathing suits or surfing equipment - and design a colorful display around this theme. After the design has been approved by the display manager, display workers obtain the props and other necessary accessories. Their craft skills come into play at this time.

Display workers often construct many of the props themselves using hammers, saws, spray guns, and other tools. They may be assisted in these tasks by carpenters, painters or by store maintenance workers. Sometimes display workers use merchandise from other store departments as props. They may also use old props designed for previous displays, or order props from firms that specialize in them. The display workers install background settings such as wallpaper and carpeting, lighting equipment, and the props. Every 7 to 14 days, they dismantle and replace old displays with new ones.

In large stores that employ many display workers, each may specialize in an activity such as carpentry, painting, making signs, or setting up interior or window displays. A display director usually supervises and coordinates the activities of all departments and confers with store, merchandising, and sales managers to select merchandise for promotion and plan displays.

Commercial decorators (D.O.T. 298.381-010) are often employed by the promoters of trade exhibitions to prepare and install decorations and displays for trade and industrial shows, exhibitions, festivals, and other special events.

Working Conditions

Display personnel have the opportunity to do creative work. Creating a design and transforming it into reality can be a highly rewarding experience.

Display workers usually work 35 to 40 hours a week. During busy seasons, such as before Christmas and Easter, they may work overtime, nights, and weekends to prepare special displays.

Construction and installation of displays frequently require prolonged standing, bending, stooping, and working in awkward positions. Display workers risk injury from falls off ladders, from contact with sharp or rough materials, and from the use of power tools, but serious injuries are uncommon.

Employment

About 26,000 persons were employed as display workers in 1980. Most worked in retail stores such as department and clothing stores. Display workers were employed in many other kinds of retail stores, however, including variety, drug, and shoe stores and in book and gift shops. Others worked on a freelance basis or for design firms that handle professional window dressing for small stores.

Geographically, employment is distributed much like the Nations' population, with most jobs in larger towns and cities.

Training, Other Qualifications, and Advancement

Most display workers learn their trade through informal on-the-job training. Beginners are hired as helpers to dismantle displays, carry props, and do other routine tasks. Gradually, they are assigned more difficult tasks such as building props, and, if they show artistic talent, planning simple designs. Training time varies, however, depending on the beginners' ability and the variety and complexity of displays.

A high school diploma is the minimum requirement for most beginning jobs. Courses that provide helpful training for display work include art, woodworking, mechanical drawing, and merchandising. Some employers seek applicants who have completed college courses in art, interior decorating, fashion design, advertising, or related subjects.

Display work is included in the curriculum of many of the distributive education and marketing programs taught in high schools and community and junior colleges. Fashion merchandising schools and fine arts institutes also offer courses useful to display workers.

Creative ability, imagination, manual dexterity, and mechanical aptitude are among the most important personal qualifications needed in this field. Good physical condition and agility are needed to carry equipment, climb ladders, and work in close quarters without upsetting props.

Advancement may take several forms. A display worker with supervisory ability might become display director in a large store, and then progress to sales promotion director or head of store planning.

Freelance work is another avenue of advancement. Relatively little financial investment is needed to start a freelance business in the design field. However, this is a highly competitive area and business is likely to be slow until the firm's reputation is established. For this reason, some workers moonlight until they have enough clients for full-time work.

The display worker's skills also could lead to jobs in other art-related occupations such as interior decoration or photography. These occupations, however, require additional formal training.

Job Outlook

Employment of display workers is expected to grow about as fast as the average for all occupations through the 1980's. Employment growth will reflect the expansion of retail trade as well as the growing popularity of visual merchandising, which involves extensive use of merchandise to decorate the store and frequent changes of displays. In addition to the jobs resulting from employment growth, openings will arise as experienced workers transfer to other occupations, retire, or die. Employment of display workers may be affected by economic fluctuations, however, since their jobs depend on the volume of sales in retail establishments and people tend to buy less during economic downturns.

Employment opportunities will continue to be concentrated in large stores, most of which are located in metropolitan areas.

Related Occupations

Display workers draw, paint, design, and construct displays that promote the sales of merchandise. An ability to recognize different shades and colors and the ability to form a mental image of how shapes and forms can be combined and arranged in artistic ways are some of the skills needed to succeed in this kind of work. Others whose work requires these skills include exhibit designers, floral designers, graphic designers, interior designers, and set designers.

Sources of Additional Information

Details on career opportunities can be obtained from local retailers, such as department stores, and from local offices of the State employment service.

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*Occupational Outlook Handbook. Washington: U.S. Department of Labor, 1982-83.

Cashier (Cashier-Wrapper)*
211.462-018

Nature of the Work

Supermarkets, movie theaters and restaurants are among the many businesses that employ cashiers to handle payments from customers. Most cashiers receive money, make change, fill out charge forms and give receipts.

In addition to these duties, cashiers, depending on their place of employment, may do other work and have different job titles. Those employed in theaters, for example, are often called box office cashiers or ticket sellers. They operate ticket-dispensing machines and answer telephone inquiries. Restaurant cashiers, sometimes called cashier checkers, may handle reservations for meals and special parties, type menus, or sell items at the candy and cigarette counter. In supermarkets and other self-service stores, cashiers known as checkout clerks, checkers, or grocery clerks wrap or bag purchases. They also may restock shelves and mark prices, rearrange displays of merchandise, and take inventory. In many offices, cashiers, known as agency or front-office cashiers, type, operate the switchboard, do bookkeeping, and act as receptionists.

Cashiers operate several types of machines. Many use cash registers that print the amount of the sale on a paper tape. A rapidly growing number of cashiers operate electronic registers, computerized point-of-sale registers, or computerized scanning systems. Depending upon its complexity, a computerized system may automatically calculate the necessary taxes and record inventory numbers and other information. Such registers are replacing less versatile, conventional models in many stores. Cashiers who work in hotels and hospitals use machines that record charges for telephone, medical and other services and prepare itemized bills. Cashiers may also operate adding and change-dispensing machines.

Working Conditions

Most cashiers work indoors, often in small booths or behind counters located near store entrances. They may have to stand for long periods of time. In some cases, they are exposed to cold drafts in the winter and considerable heat during the summer.

Employment

In 1980, about 1,600,000 persons worked as cashiers. More cashiers work in supermarkets and other foodstores than in any other kind of store. However, cashiers are needed in businesses and organizations of all types of sizes, and many find jobs in department stores, drugstores, hardware stores, furniture stores,

and other kinds of retail stores. Restaurants, hotels, theaters, schools and hospitals also employ a large number of cashiers. Businesses employing cashiers are located in large cities, suburban shopping centers, small towns, and rural areas. The Federal Government employs a small number, primarily in the Department of Defense, in clubs, cafeterias, and exchanges on military installations.

Opportunities for part time work are very good. Nearly half of all cashiers work part time; about 1 in 4 is a student.

Training, Other Qualifications, and Advancement

Employers prefer beginning cashiers with high school diplomas. Although there are no specific educational requirements, courses in business arithmetic, bookkeeping, typing, and other business subjects are good preparation for cashier jobs. Cashier training is offered as part of many public school vocational programs.

Many employers offer on-the-job training for cashiers. In a small firm, the beginner is trained on the job by an experienced worker. In large firms, cashier training programs often include classroom instruction in the use of electronic or computerized registers and in other phases of cashier's jobs. Many persons enter cashier positions without significant prior work experience. For some jobs, however, employers seek persons who have special skills or business experience, such as typing or selling. Many openings, especially full time positions, are filled by promoting qualified part time workers already employed by the firm.

Persons who want to become cashiers should be able to do repetitious work accurately. They need finger dexterity, a high degree of eye-hand coordination, and an aptitude for working with figures. Because they meet the public, cashiers should be neat in appearance and able to deal tactfully and pleasantly with customers.

Promotion opportunities for cashiers tend to be limited. However, the cashier's job affords a good opportunity to learn an employer's business and so may serve as a steppingstone to a more responsible job, such as bookkeeper or manager. Cashiers working in chainstores and other large retail businesses, for example, may advance to department or store managers.

Job Outlook

Many job openings for cashiers are expected through the 1980's. The occupation is large, and employment is expected to grow faster than the average for all occupations. Growth in eating and drinking places, particularly in fast food chains, is expected to be especially rapid. However, even more openings

will occur as cashiers transfer to other occupations or leave the labor force. Opportunities for part-time employment are also expected to continue to be very good.

Employment of cashiers is likely to be affected by the use of computerized checkout systems, which are beginning to replace cash registers in some supermarkets. An optical or magnetic scanner transmits the code number (Universal Product Code-UPC) of each purchase to a computer that is programmed to record a description and price of the item, add tax, and print out a receipt. The computer also keeps track of the store's inventory and places orders with the warehouse when stock is needed. The widespread adoption of automated checkout systems in supermarkets and other establishments is expected to slow employment growth of cashiers and other workers. However, resistance from consumer and labor groups may limit the adoption of such systems. Employment in the supermarket industry is not very sensitive to fluctuations in the economy, since people must eat whether they have a job or not.

Related Occupations

Cashiers pay or receive money and keep account of such exchanges. Other workers with similar duties include bank tellers, ticket sellers, post office clerks, toll collectors, sales clerks, and adding-machine operators.

Sources of Additional Information

Details about employment opportunities are available from local businesses and the local office of the State employment service.

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*Occupational Outlook Handbook. Washington: U.S. Department of Labor, 1980-81.

MARKETING AND DISTRIBUTIVE EDUCATION
PROGRAM OBJECTIVE

Given appropriate instruction, as suggested by this guide, students completing the program should demonstrate entry level skills in marketing and distributive education in the areas of knowledge, theoretical structure, tool usage, diagnostic ability, related supportive skills and occupational survival skills.

As the student progresses through the program, sufficient competencies will be acquired to enable the student to enter the occupational field at the following D.O.T. Codes.*

FOOD MARKETING

Bagger (Bagger/Courtesy Clerk)	(D.O.T. Code 920.687-014)
Sales Clerk, Food (Grocery Clerk)	(D.O.T. Code 290.477-018)
Cashier-Checker (Cashier-Checker)	(D.O.T. Code 211.462-014)
Sales Clerk, Food (Produce Clerk)	(D.O.T. Code 290.477-018)

FOOD SERVICE MARKETING

Dining Room Attendant (Busperson)	(D.O.T. Code 311.677-018)
Counter Attendant, Cafeteria (Server)	(D.O.T. Code 311.677-014)
Waiter/Waitress, Informal (Waiter/Waitress, Informal)	(D.O.T. Code 311.477-030)
Host/Hostess, Restaurant (Host/Hostess, Restaurant)	(D.O.T. Code 310.137-010)
Counter Attendant, Lunchroom or Coffee Shop (Counter Clerk)	(D.O.T. Code 311.477-014)
Cashier II (Cashier)	(D.O.T. Code 211.462-010)

PETROLEUM

Automobile-Service-Station Attendant (Service Station Attendant)	(D.O.T. Code 915.467-010)
Cashier II (Cashier)	(D.O.T. Code 211.462-010)

HOTEL/MOTEL LODGING

Bellhop (Bellperson)	(D.O.T. Code 324.677-010)
Hotel Clerk (Room Clerk)	(D.O.T. Code 238.362-010)

WHOLESALING

Packager, Hand (Packer)	(D.O.T. Code 920.587-018)
Laborer, Stores (Marker)	(D.O.T. Code 922.687-058)
Material Handler (Material Handler)	(D.O.T. Code 929.687-030)
Laborer, Stores (Order Selector)	(D.O.T. Code 922.687-058)
Laborer, Stores (Stockperson)	(D.O.T. Code 922.687-058)

Shipping and Receiving Clerk (Shipping and Receiving Clerk)	(D.O.T. Code 222.387-050)

GENERAL MERCHANDISE RETAILING

Salesperson, General Merchandise (Salesclerk, Sales Assistant)	(D.O.T. Code 279.357-054)
Stock Clerk (Stockperson)	(D.O.T. Code 222.387-058)
Shipping and Receiving Clerk (Shipping and Receiving Clerk)	(D.O.T. Code 222.387-050)
Marker (Marker)	(D.O.T. Code 209.587-034)
Cashier II (Cashier)	(D.O.T. Code 211.462-010)
Displayer, Merchandise (Display Helper)	(D.O.T. Code 298.081-010)

APPAREL AND ACCESSORIES

Stock Clerk (Stockperson)	(D.O.T. Code 222.378-058)
Marker (Marker)	(D.O.T. Code 209.587-034)
Shipping and Receiving Clerk (Shipping and Receiving Clerk)	(D.O.T. Code 222.387-050)
Salesperson, Women's Apparel and Accessories (Sales Assistant/ Salesclerk)	(D.O.T. Code 261.357-066)
Sales Attendant (Dressing Room Attendant)	(D.O.T. Code 299.677-010)
Displayer, Merchandise (Display Helper)	(D.O.T. Code 298.081-010)
Cashier-Wrapper (Cashier)	(D.O.T. Code 211.462-018)

*_Dictionary of Occupational Titles_. Washington: U.S. Department of Labor, 1977.

DEFINITION OF D.O.T. CODE*

As a result of technological, economic and sociological influences, nearly every job in the economy is performed slightly differently from any other job. Every job is also similar to a number of other jobs. In order to look at the millions of jobs in an organized way, job titles are designated a 9-digit occupational code. Each set of three digits in the D.O.T. Code has a specific purpose or meaning that differentiates it from all other codes.

In the D.O.T. Code, the first three digits identify a specific occupational group. In the code 652.382-010, the first digit indicates an occupational category. The second digit refers to a division within the occupational category. The third digit defines a specific occupational group within a division.

The middle three digits of the D.O.T. Code 652.382-010 are the worker function ratings of the tasks performed in the occupation. Every job requires a worker to function, to some degree, in relation to data, people and things. A separate digit expresses the worker's relationship to each of these three groups. Worker functions involving more complex responsibility and judgment are assigned lower numbers while functions which have are less complicated have high numbers.

The last three digits of the D.O.T. Code 652.382-010 indicate the alphabetical order of titles within 6-digit code groups. They serve to differentiate a particular occupation from all others. A number of occupations may have the same first six digits, but no two D.O.T. Code can have the same nine digits.

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*Dictionary of Occupational Titles. Washington: U.S. Department of Labor, 1977.

DESCRIPTION OF OCCUPATIONAL EXIT POINTS*

Food Service Marketing

311.677-018 DINING ROOM ATTENDANT (BUSPERSON) (hotel & rest.)

Performs any combination of the following duties to facilitate food service: Carries dirty dishes from dining room to kitchen. Replaces soiled table linens and sets tables with silverware and glassware. Replenishes supply of clean linens, silverware, glassware, and dishes in dining room. Supplies service bar with food, such as soups, salads, and desserts. Serves ice water and butter to patrons. Cleans and polishes glass shelves and doors of service bars and equipment, such as coffee urns and cream and milk dispensers. Makes coffee and fills fruit juice dispensers. Runs errands and delivers food orders to offices and is designated RUNNER (hotel & rest.). May transfer food and dishes between floors of establishment, using dumbwaiter. May be designated according to type of activity or area of work as CLEAN-UP HELPER, BANQUET (hotel & rest.); COUNTER DISH CARRIER (hotel & rest.); GLASS WASHER AND CARRIER (hotel & rest.); ROOM SERVICE ASSISTANT (hotel & rest.). Additional Titles: DISH CARRIER (hotel & rest.); STEAMTABLE WORKER (hotel & rest.); TABLE SETTER (hotel & rest.); WATER SERVER (hotel & rest.).

311.677-014 COUNTER ATTENDANT, CAFETERIA (SERVER) (hotel & rest.) server; steamtable attendant.

Serves food from counters and steamtables to cafeteria patrons: Serves salads, vegetables, meat, breads, and cocktails, ladles soups and sauces, portions desserts, and fills beverage cups and glasses as indicated by customer. Adds relishes and garnishes according to instructions from COUNTER SUPERVISOR (hotel & rest.). Scrubs and polishes counters, steamtables, and other equipment. May replenish foods at serving stations. May brew coffee and tea. May carve meat. May accept payment for food, using cash register or adding machine to total check. May prepare and serve salads and be known as SALAD COUNTER ATTENDANT (hotel & rest.). May serve food to passenger from steamtable on railroad dining car and be known as STEAMTABLE ATTENDANT, RAILROAD (r.r. trans.).

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*All occupational descriptions were extracted from The Dictionary of Occupational Titles. Washington: U. S. Department of Labor, 1977.

311.477-030 WAITER/WAITRESS, INFORMAL (WAITER/WAITRESS, INFORMAL) (hotel & rest.)

Serves food to patrons at counters and tables of coffeeshops, lunchrooms, and other dining establishments where food service is informal: Presents menu, answers questions, and makes suggestions regarding food and service. Writes orders on check or memorizes it. Relays order to kitchen and serves courses from kitchen and service bars. Observes guests to fulfill any additional request and to perceive when meal has been completed. Totals bill and accepts payment or refers patron to CASHIER (clerical) II. May ladel soup, toss salad, portion pies and desserts, brew coffee, and perform other services as determined by establishment's size and practices. May clear and reset counters or tables at conclusion of each course [DINING ROOM ATTENDANT (hotel & rest.)].

310.137-010 HOST/HOSTESS, RESTAURANT (HOST/HOSTESS, RESTAURANT) (hotel & rest.) waiter/ waitress, head.

Supervises and coordinates activities of dining room personnel to provide fast and courteous service to patrons: Schedules dining reservations and arranges parties or special services for diners. Greets guests, escorts them to tables, and provides menus. Adjusts complaints of patrons. Assigns work tasks and coordinates activities of dining room personnel to insure prompt and courteous service to patrons. Inspects dining room serving stations for neatness and cleanliness, and requisitions table linens and other dining room supplies for tables and serving stations. May interview, hire, and discharge dining room personnel. May train dining room employees. May schedule work hours and keep time records of dining room workers. May assist in planning menus. May act as [CASHIER (clerical) II].

311.477-014 COUNTER ATTENDANT, LUNCHROOM OR COFFEE SHOP (COUNTER CLERK) (hotel & rest.) waiter/waitress, counter.

Serves food to diners seated at counter: Calls order to kitchen and picks up and serves order when ready. Accepts payment or makes up itemized check for service. May prepare sandwiches, salads, and other short order items [COOK, SHORT ORDER (hotel & rest.) II]. May perform other duties, such as cleaning counters, washing dishes and selling cigars and cigarettes.

211.462-010 CASHIER (CASHIER) (clerical) II cash clerk; cashier, general; cashier, office; ticket clerk.

Receives cash from customers or employees in payment for goods or services and records amounts received: Recomputes or computes bill, itemized lists, and tickets showing amount due, using adding machine or cash register. Makes change, cashes checks, and issues receipts or tickets to customers. Records amounts received and prepares reports of transactions. Reads and records totals shown on cash register tape and verifies against cash on hand. May be required to know value and features of items for which money is received. May give cash refunds or issue credit memorandums to customers for returned merchandise. May operate ticket-dispensing machine. May sell candy, cigarettes, gum, and gift certificates, and issue trading stamps. Usually employed in restaurant, cafeterias, theaters, retail stores, and other establishments. May be designated according to nature of establishment as CAFETERIA CASHIER (hotel & rest.); CASHIER, PARKING LOT (auto. ser.); DINING ROOM CASHIER (hotel & rest.); SERVICE-BAR CASHIER (hotel & rest.); STORE CASHIER (clerical); or according to type of account as CASHIER, CREDIT (clerical); CASHIER, PAYMENTS RECEIVED (clerical). When working on same floor, and receiving money, making change, and cashing checks for sales personnel is designated FLOOR CASHIER (clerical). When making change for patrons at places of amusement other than gambling establishments, is designated CHANGE-BOOTH CASHIER (amuse. & rec.).

920.687-014 BAGGER (BAGGER/COURTESY CLERK) (ret. tr.) grocery packer.

Bags groceries in sack or carton and carries or pushes groceries in cart to customer's car. Collects shopping carts from parking and surrounding areas and returns carts to store. Replaces cleaning and wrapping supplies used at food checkout counter. Cleans work area and carries empty bottles and trash to storeroom. May price and stack food articles on shelves.

290.477-018 SALES CLERK, FOOD (GROCERY CLERK) (ret. tr.) grocery clerk.

Obtains or prepares food items requested by customers in retail food stores, such as groceries, produce, bakery goods, meat and fish, and totals customer bill, receives payment, and makes change: Set up displays on counters, shelves, or in bins. Fills customer order, performing such duties as obtaining items from shelves, freezers, coolers, bins, tables, or containers, cleaning poultry, scaling and trimming fish, slicing meat or cheese, using slicing machine, or preparing take-out sandwiches and salads. Weighs items, such as produce, meat, and poultry to determine price. Lists and totals prices, using paper and pencil, adding machine, or cash register, and informs customer of total price of purchases. Receives money from customers for purchases, and makes change. Bags or wraps purchases for customers. Cleans shelves, bins, tables, and coolers as necessary. Stamps, marks, or tags price on merchandise. Stocks shelves, coolers, counter, bins, tables, freezers, containers, or trays with new merchandise. May make deliveries to customers' homes or places of business on foot or using vehicle [DELIVERY, MERCHANDISE (ret. tr.)]. May write up special orders, such as birthday cakes in bakery store. May order merchandise from warehouse or supplier. May be designated according to type of food sold as GROCERY CLERK (ret. tr.); MEAT COUNTER CLERK (ret. tr.); PRODUCE CLERK (ret. tr.) I; SALES CLERK, FISH (ret. tr.).

211.462-014 CASHIER-CHECKER (CASHIER-CHECKER) (ret. tr.)

Operates cash register to itemize and total customer's purchases in self-service grocery or department store: Reviews price sheets to note price changes and sale items. Records prices and departments, subtotals taxable items, and totals purchases on cash register. Collects money from customer and makes change. Stocks shelves and marks prices on containers. May weigh items, bag merchandise, issue trading stamps, and redeem food stamps and promotional coupons. May cash checks. May be designated according to items checked as GROCERY CHECKER (ret. tr.).

290.477-018 SALES CLERK, FOOD (PRODUCE CLERK) (ret. tr.) produce clerk.

Obtains or prepares food items requested by customers in retail food stores, such as groceries, produce, bakery goods, meat and fish, and totals customer bill, receives payment, and makes change: Set up displays on counters, shelves, or in bins. Fills customer order, performing such duties as obtaining items from shelves, freezers, coolers, bins, tables, or containers, cleaning poultry, scaling and trimming fish, slicing meat or cheese, using slicing machine, or preparing take-out sandwiches and salads. Weighs items, such as produce, meat, and poultry to determine price. Lists and totals prices, using paper and pencil, adding machine, or cash register, and informs customer of total price of purchases. Receives money from customers for purchases, and makes change. Bags or wraps purchases for customers. Cleans shelves, bins, tables, and coolers as necessary. Stamps, marks, or tags price on merchandise. Stocks shelves, coolers, counter, bins, tables, freezers, containers, or trays with new merchandise. May make deliveries to customers' homes or places of business on foot or using vehicle [DELIVERY, MERCHANDISE (ret. tr.)]. May write up special orders, such as birthday cakes in bakery store. May order merchandise from warehouse or supplier. May be designated according to type of food sold as GROCERY CLERK (ret. tr.); MEAT COUNTER CLERK (ret. tr.); PRODUCE CLERK (ret. tr.) I; SALES CLERK, FISH (ret. tr.).

915.467-010 AUTOMOBILE-SERVICE-STATION ATTENDANT (AUTOMOBILE-SERVICE-STATION ATTENDANT) (auto. ser.) filling-station attendant; gas-station attendant; gas tender; service-station attendant.

Services automobiles, buses, trucks, and other automotive vehicles with fuel, lubricants, and accessories. Fills fuel tank of vehicles with gasoline or diesel fuel specified by customer. Observes level of oil in crankcase and amount of water in radiator, and adds required amounts of oil and water. Adds necessary amount of water to battery, and washes windshield of vehicle. Lubricates vehicle and changes motor oil [LUBRICATION SERVICER (auto. ser.)]. Replaces accessories, such as oil filter, air filter, windshield wiper blades, and fan belt. Installs antifreeze and changes spark plugs. Repairs or replaces tires [TIRE REPAIRER (auto ser.)]. Replaces lights, and washes and waxes vehicle. Collects cash from customer for purchases and makes change or charges purchases, using computer-charge plate. May adjust brakes [BRAKE ADJUSTER (auto. ser.)]. May sell batteries and automobile accessories usually found in service stations. May assist in arranging displays, taking inventories, and making daily reports.

211.462-010 CASHIER (clerical) II (CASHIER) cash clerk; cashier, general; cashier, office; ticket clerk.

Receives cash from customers or employees in payment for goods or services and records amounts received: Recomputes or computes bill, itemized lists, and tickets showing amount due, using adding machine or cash register. Makes change, cashes checks, and issues receipts or tickets to customers. Records amounts received and prepares reports of transactions. Reads and records totals shown on cash register tape and verifies against cash on hand. May be required to know value and features of items for which money is received. May give cash refunds or issue credit memorandums to customers for returned merchandise. May operate ticket-dispensing machine. May sell candy, cigarettes, gum, and gift certificates, and issue trading stamps. Usually employed in restaurants, cafeterias, theaters, retail stores, and other establishments. May be designated according to nature of establishment as CAFETERIA CASHIER (hotel & rest.); CASHIER, PARKING LOT (auto ser.); DINING-ROOM CASHIER (hotel & rest.); SERVICE-BAR CASHIER (hotel & rest.); STORE CASHIER (clerical); or according to type of account as CASHIER, CREDIT (clerical); CASHIER, PAYMENTS RECEIVED (clerical). When working on same floor, and receiving money, making change, and cashing checks for sales personnel is designated FLOOR CASHIER (clerical). When making change for patrons at places of amusement other than gambling establishments, is designated CHANGE-BOOTH CASHIER (amuse. & rec.).

Hotel/Motel Lodging

324.677-010 BELLHOP (BELLPERSON) (hotel & rest.)

Serves hotel guests by performing the following tasks: Escorts incoming hotel guests to rooms, assists them with hand luggage, and offers information pertaining to available services and facilities of hotel, points of interest, and entertainment attractions. Inspects guest's room to insure that it is in order and supplies are adequate. Explains features of room, such as operation of radio, television, and night-lock, and how to place telephone calls. Pages guests in lobby, dining room, or other parts of hotel. Delivers messages, and runs errands. May deliver room service orders. May pick up articles for laundry and valet service. May call taxi for guests. May transport guest about premises or local areas in car or motorized cart. May keep record of calls for service. May deliver packages, suitcases, and trunks, and set up same rooms [PORTER, BAGGAGE (hotel & rest.)]. May tidy lobby [HOUSECLEANER (hotel & rest.). May operate elevator [ELEVATOR OPERATOR (and ind.)]. When paging guests, may be known as PAGE (hotel & rest.)].

238.362-010 HOTEL CLERK (ROOM CLERK) (hotel & rest.) motel clerk; motorlodge clerk.

Performs any combination of following duties for guests of hotel, motel, motor lodge, or condominium-hotel: Registers and assigns rooms to guests. Issues room key and escort instructions to BELLHOP (hotel & rest.). Date-stamps, sorts, and racks incoming mail and messages. Transmits and receives messages, using equipment, such as telegraph, telephone, Teletype, and switchboard. Answers inquiries pertaining to hotel services; registration of guests; and shopping, dining, entertainment, and travel directions. Keeps records of room availability and guests' accounts. Computes bill, collects payment, and makes change for guests [CASHIER (clerical) I]. Makes and confirms reservations. May sell tobacco, candy, and newspapers. May post charges, such as room, food, liquor, or telephone, to cashbooks, by hand (BOOKKEEPER (clerical) II] or by machine (BOOKKEEPING-MACHINE OPERATOR (clerical) II]. May make restaurant, transportation, or entertainment reservations, and arrange for tours. May deposit guest's valuables in hotel safe or safe-deposit box. May order complimentary flowers or champagne for honeymoon couples or special guests. May rent dock space at marina-hotel. May work on one floor and be designated FLOOR CLERK (hotel & rest.). May be known according to specific task performed as KEY CLERK (hotel & rest.); RESERVATION CLERK (hotel & rest.); ROOM CLERK (hotel & rest.) or area worked as DESK CLERK (per. ser.); FRONT CLERK (hotel & rest.).

920.587-018 PACKAGER, HAND (PACKER) (any ind.) hand packager.

Packages materials and products manually, performing any combination of following duties: Cleans packaging containers. Lines and pads crates and assembles cartons. Obtains and sorts product. Wraps protective material around product. Starts, stops, and regulates speed of conveyor. Inserts or pours product into containers or fills containers from spout or chute. Weighs containers and adjusts quantity. Nails, glues, or closes and seals containers. Labels containers, container tags, or products. Sorts bundles or filled containers. Packs special arrangements or selections of product. Inspects materials, products, and containers at each step of packaging process. Records information, such as weight, time, and data packaged. May be designated according to whether high-production or small-lot packaging as FANCY PACKER (ret. tr.; whole. tr.); PACKAGING-LINE ATTENDANT (any ind.); specific packaging duty performed, such as filling, wrapping, packing, labeling, and container cleaning as SACK SEWER, HAND (any ind.); kinds of equipment used or product packaged as CANDLE WRAPPER (candle); CARTON STAPLER (any ind.); or whether packager performs associated duties, such as final assembly, before packaging product as NOVELTY-BALLOON ASSEMBLER AND PACKER (rubber goods). May weigh and package meat in retail store and be designated MEAT WRAPPER (ret. tr.). Additional Titles: BAGGER (any ind.); BOW MAKER, GIFT WRAPPING (any ind.); BOX MAKER, CARDBOARD (any ind.); BOX WRAPPER (any ind.); BUNDLER (any ind.); CANDY PACKER (confection.); CASER, ROLLED GLASS (glass mfg.); COIL STRAPPER (iron & steel); CONTAINER FILLER (any ind.); FILLER (any ind.); FURNITURE PACKER (ret. tr.); GRADER, SAUSAGE AND WEINER (slaught. & meat pack.); GUN-COTTON PACKER (explosives); INSERTER, PROMOTIONAL ITEM (any ind.); INSPECTOR-PACKAGER (any ind.); LIDDER (any ind.); MATTRESS PACKER (matt. & bedspring); PACKAGER, MEAT (slaught. & meat pack.); PACKER, DRIED BEEF (slaught. & meat pack.); PACKER, FOAMED-IN-PLACE (any ind.); PACKER, SAUSAGE AND WEINER (slaught. & meat pack.); PIECE-GOODS PACKER (textile); SCALER, SLICED BACON (slaught. & meat pack.); SPONGE PACKER (whole, tr.); STAMPER (any ind.); TABLE WORKER (any ind.); TUBE PACKER (rubber tire & tube); WRAPPER (any ind.); WRAPPER, HAND (can. & preserv.); WRAPPING REMOVER (any ind.). [Workers who tend packaging machines are classified under PACKAGER MACHINE (any ind.)].

922.687-058 LABORER, STORES (MARKER)

Performs any combination of following tasks to receive, store, and distribute material, tools, equipment, and products within establishments: Reads production schedule, customer order, work order, shipping order or requisition to determine items to be moved, gathered, or distributed. Conveys materials and items from receiving or production areas to storage or to other designated areas by hand, handtruck, or electric handtruck. Sorts and places materials or items on racks, shelves, or in bins according to predetermined sequence, such as size, type, style, color, or product code. Sorts and stores perishable goods in refrigerated rooms. Fills requisitions, work orders, or requests for materials, tools, or other stock items and distributes items to production workers or assembly line. Assembles customer orders from stock and places orders on pallets or shelves, or conveys orders to packing station or shipping department. Marks materials with identifying information, using stencil, crayon, or other marking device. Opens bales, crates, and other containers, using handtools. Records amounts of materials or items received or distributed. Weighs or counts items for distribution within plant to insure conformance to company standards. Arranges stock parts in specified sequence for assembly by other workers. May prepare parcels for mailing. May maintain inventory records. May restock aircraft commissary supplies, such as linens, glasses, emergency kits, and beverages and be designated COMMISSARY AGENT (air trans.). May be known according to specific duty performed as CLOTH-BIN PACKER (textile); COOLER WORKER (dairy prod.); ORDER FILLER (any ind.); PRODUCE CLERK (ret. tr.) II; TOOL CHASER (any ind.).

922.687-058 LABORER, STORES (ORDER SELECTOR)

Performs any combination of following tasks to receive, store, and distribute material, tools, equipment, and products within establishments: Reads production schedule, customer order, work order, shipping order or requisition to determine items to be moved, gathered, or distributed. Conveys materials and items from receiving or production areas to storage or to other designated areas by hand, handtruck, or electric handtruck. Sorts and places materials or items on racks, shelves, or in bins according to predetermined sequence, such as size, type, style, color, or product code. Sorts and stores perishable goods in refrigerated rooms. Fills requisitions, work orders, or requests for materials, tools, or other stock items and distributes items to production workers or assembly line. Assembles customer orders from stock and places orders on pallets or shelves, or conveys orders to packing station or shipping department. Marks materials with identifying information, using stencil, crayon, or other marking device. Opens bales, crates, and other containers, using handtools. Records amounts of materials or items received or distributed. Weighs or counts items for distribution within plant to insure conformance to company standards. Arranges stock parts in specified sequence for assembly by other workers. May prepare parcels for mailing. May maintain inventory records. May restock aircraft commissary supplies, such as linens, glasses, emergency kits, and beverages and be designated COMMISSARY AGENT (air trans.). May be known according to specific duty performed as CLOTH-BIN PACKER (textile); COOLER WORKER (dairy prod.); ORDER FILLER (any ind.); PRODUCE CLERK (ret. tr.) II; TOOL CHASER (any ind.).

922.687-058 LABORER, STORES (STOCKPERSON)

Performs any combination of following tasks to receive, store, and distribute material, tools, equipment, and products within establishments: Reads production schedule, customer order, work order, shipping order or requisition to determine items to be moved, gathered, or distributed. Conveys materials and items from receiving or production areas to storage or to other designated areas by hand, handtruck, or electric handtruck. Sorts and places materials or items on racks, shelves, or in bins according to predetermined sequence, such as size, type, style, color, or product code. Sorts and stores perishable goods in refrigerated rooms. Fills requisitions, work orders, or requests for materials, tools, or other stock items and distributes items to production workers or assembly line. Assembles customer orders from stock and places orders on pallets or shelves, or conveys orders to packing station or shipping department. Marks materials with identifying information, using stencil, crayon, or other marking device. Opens bales, crates, and other containers, using handtools. Records amounts of materials or items received or distributed. Weighs or counts items for distribution within plant to insure conformance to company standards. Arranges stock parts in specified sequence for assembly by other workers. May prepare parcels for mailing. May maintain inventory records. May restock aircraft commissary supplies, such as linens, glasses, emergency kits, and beverages and be designated (COMMISSARY AGENT (air trans.). May be known according to specific duty performed as CLOTH-BIN PACKER (textile); COOLER WORKER (dairy prod.); ORDER FILLER (any ind.); PRODUCE CLERK (ret. tr.) II; TOOL CHASER (any ind.).

929.687-030 MATERIAL HANDLER (MATERIAL HANDLER) (any ind.) distributor; floor worker; line supply; loader and unloader; servicer; stacker; utility worker.

Loads, unloads, and moves materials within or near plant, yard, or worksite, performing any combination of the following duties: Reads work order or follows oral instructions to ascertain materials or containers to be moved. Opens containers, using steel cutters, crowbar, clawhammer, or other handtools. Loads and unloads materials onto or from pallets, trays, racks, and shelves by hand. Loads materials into vehicles and installs strapping, bracing, or padding to prevent shifting or damage in transit, using handtools. Conveys materials to or from storage or worksites to designated area, using handtruck, electric dolly, wheelbarrow, or other device. Secures lifting attachments to materials and conveys load to destination, using hand-operated crane or hoist, or signals crane or hoisting operators to move load to destination [LABORER, HOISTING (any ind.)]. Counts, weighs, and records number of units of materials moved or handled on daily production sheet. Attaches identifying tags or labels to materials or marks information on cases, bales, or other containers. Loads truck for INDUSTRIAL-TRUCK OPERATOR (any ind.). Stacks or assembles materials into bundles and bands bundles together, using banding machine and clincher. Clamps sections of portable conveyor together or places conveyor sections on blocks or boxes to facilitate movement of materials or products. Removes samples of materials, labels with identifying information, and takes samples to laboratory for analysis. [LABORATORY-SAMPLE CARRIER (any ind.)]. Lifts heavy objects by hand or using power hoist, and cleans work area, machines, and equipment, using broom, rags, and cleaning compounds to assist machine operators. Makes simple adjustments or repairs such as realigning belts or replacing rollers, using handtools. Assembles crates to contain products, such as machines or vehicles, using handtools and precut lumber. Shovels loose materials such as sand, gravel, metal, plastics, or chemicals into machine hoppers or into vehicles and containers, such as wheelbarrows, scrap truck, or barrels. May occasionally operate industrial truck or electric hoist to assist in loading or moving materials and products. May be designated according to material handled as FILLING HAULER, WEAVING (textile); according to method of conveying materials as LUGGER (agric.); according to machine or equipment loaded or unloaded as BLUNGER LOADER (pottery & porc.); VEHICLE UNLOADER (any ind.); or according to work station as OUTSIDE TRUCKER (any ind.); PLATFORM LOADER (any ind.). Additional Titles: BALE PILER (textile); BATCH TRUCKER (rubber tire & tube); BOBBIN HANDLER (textile); CAR LOADER (any ind.); CLOTH HAULER (textile); COAL PASSER (any ind.); COMPRESS TRUCKER (agric.); HOGSHEAD DUMPER (tobacco); KILN-CAR UNLOADER (brick & tile); LABORER, YARD (any ind.); LOADER (any ind.) II; LUMBER-YARD WORKER (woodworking); MERCHANDISE CARRIER (any ind.); MOLD MOVER (sports equip.); OVEN STRIPPER (any ind.); OVEN UNLOADER (any ind.); PACKAGING-MACHINE-SUPPLIES DISTRIBUTOR (tobacco); SLAB PICKER (sawmill); POWDER TRUCKER (ammunitions; explosives); RACK CARRIER (paper goods); RACKER (any ind.); RETORT LOADER (wood distil. & char.); ROPER (agric.); ROVING STOCK HANDLER (textile); SCRAP WHEELER (mach. shop); SEGREGATOR (agric.; whole. tr.); SUGAR TRUCKER (corn prod.); TIRE TRUCKER (rubber tire & tube); TRUCKER, HAND (any ind.).

222.387-050 SHIPPING AND RECEIVING CLERK (SHIPPING AND RECEIVING CLERK) (clerical)

Verifies and keeps records on incoming and outgoing shipments and prepares items for shipment: Compares identifying information and counts weights or measures items of incoming and outgoing shipments to verify against bills of lading, invoices, orders, or other records. Determines method of shipment, utilizing knowledge of shipping procedures, routes, and rates.

Assembles wooden or cardboard containers or selects preassembled containers. Inserts items into containers, using spacers, fillers, and protective padding. Nails covers on wooden crates and binds containers with metal tape, using strapping machine. Stamps, stencils, or glues identifying information and shipping instructions onto crates or containers. Posts weights, shipping charges and affixes postage. Unpacks and examines incoming shipments, rejects damaged items, records shortages, and corresponds with shipper to rectify damages and shortages. Routes items to departments. May operate tier-lift truck or use handtruck to move, convey, or hoist shipments from shipping-and-receiving platform to storage or work area. May direct others in preparing outgoing and receiving incoming shipments. May perform only shipping or receiving activities and be known as SHIPPING CLERK (clerical) or RECEIVING CLERK (clerical). May be designated according to specialty as FREIGHT CLERK (clerical); RESHIPPING CLERK (clerical). May receive damaged or defective goods returned to establishment and be designated RETURNED-GOODS RECEIVING CLERK (clerical). May receive unsold products returned by DRIVER, SALES ROUTE (ret. tr.; whole. tr.) and be designated ROUTE RETURNER (clerical).

General Merchandise Retailing

279.357-054 SALESPERSON, GENERAL MERCHANDISE (SALESCLERK, SALES ASSISTANT) (ret. tr.; whole. tr.)

Sells variety of commodities in sales establishment, performing duties as described under SALESPERSON (ret. tr.; whole. tr.). May demonstrate use of merchandise. May examine defective article returned by customer to determine if refund or replacement should be made. May estimate quantity of merchandise required to fill customer's need.

222.387-058 STOCK CLERK (STOCKPERSON) (clerical) stock checker; stockroom clerk; storekeeper; storeroom clerk; storeroom keeper; stores clerk; supply clerk; supply-room clerk.

Receives, stores, and issues equipment, material, supplies, merchandise, foodstuffs, or tools, and compiles stock records in stockroom, warehouse, or storage yard: Counts, sorts, or weighs incoming articles to verify receipt of items on requisition or invoices. Examines stock to verify conformance to specifications. Stores articles in bins, on floor, or on shelves, according to identifying information, such as style, size, or type of material. Fills orders or issues supplies from stock. Prepares periodic, special, or perpetual inventory of stock. Requisitions articles to fill incoming orders. Compiles reports on use of stock handling equipment, adjustments of inventory counts and stock records, spoilage of or damage to stock, location changes, and refusal of shipments. May mark identifying codes, figures, or letters on articles. May distribute stock among production workers, keeping records of material issued. May make adjustments or repairs to articles carried in stock. May determine methods of storage, identification, and stock location, considering temperature, humidity, height and weight limits, turnover, floor loading capacities, and required space. May cut stock to size to fill order. May move or transport material or supplies to other departments using hand or industrial truck. May be designated according to material, equipment, or product stored as CAMERA-STOREROOM CLERK (motion pic.); OIL-HOUSE ATTENDANT (clerical); WIRE STOCKKEEPER (wirework); or work location as WINE-CELLAR STOCK CLERK (hotel & rest.); or stage in manufacture of material or goods as FINISHED-GOODS STOCK CLERK (clerical); or container in which goods are stored as DRUM-STOCK CLERK (clerical). Additional titles: CUSTODIAN, BLOOD BANK (medical ser.); FOOD-STOREROOM CLERK (hotel & rest.); HOGSHEAD-STOCK CLERK (tobacco); MATERIAL STOCKKEEPER, YARD (petrol. production); MOLD PICKER (rubber goods); PAINT STOCKER (aircraft-aerospace mfg.); PATTERN-ROOM ATTENDANT (found.); PRINTING-PLATE CLERK (print. & pub.); SACK KEEPER (clerical); TEMPLATE-STORAGE CLERK (clerical); REFRIGERATOR-ROOM CLERK (clerical). May receive, store, and sort unserviceable equipment and supplies for sale, disposal or reclamation and be known as SALVAGE CLERK (clerical).

211.462-010 CASHIER (clerical) II (CASHIER) cash clerk; cashier, general; cashier, office; ticket clerk.

Receives cash from customers or employees in payment for goods or services and records amounts received: Recomputes or computes bill, itemized lists, and tickets showing amount due, using adding machine or cash register. Makes change, cashes checks, and issues receipts or tickets to customers. Records amounts received and prepares reports of transactions. Reads and records totals shown on cash register tape and verifies against cash on hand. May be required to know value and features of items for which money is received. May give cash refunds or issue credit memorandums to customers for returned merchandise. May operate ticket-dispensing machine. May sell candy, cigarettes, gum, and gift certificates, and issue trading stamps. Usually employed in restaurant, cafeterias, theaters, retail stores, and other establishments. May be designated according to nature of establishment as CAFETERIA CASHIER (hotel & rest.); CASHIER, PARKING LOT (auto. ser.); DINING ROOM CASHIER (hotel & rest.); SERVICE-BAR CASHIER (hotel & rest.); STORE CASHIER (clerical); or according to type of account as CASHIER, CREDIT (clerical); CASHIER, PAYMENTS RECEIVED (clerical). When working on same floor, and receiving money, making change, and cashing checks for sales personnel is designated FLOOR CASHIER (clerical). When making change for patrons at places of amusement other than gambling establishments, is designated CHANGE-BOOTH CASHIER (amuse. & rec.).

298.081-010 DISPLAYER, MERCHANDISE (DISPLAY HELPER) (ret. tr.) decorator, store; display trimmer.

Displays merchandise, such as clothes, accessories, and furniture, in windows, showcases, and on sales floor of retail store to attract attention of prospective customers: Originates display ideas or follows suggestions or schedule of MANAGER, DISPLAY (ret. tr.) and constructs or assembles prefabricated display properties from wood, fabric, glass, paper, and plastic, using handtools. Arranges properties, mannequins, furniture, merchandise, and backdrop according to prearranged plan or own ideas. Places price and descriptive signs on backdrop, fixtures, merchandise, or floor. May dress mannequins for use in displays and be designated MODEL DRESSER (ret. tr.). May be designated according to area trimmed or decorated as SHOWCASE TRIMMER (ret. tr.); WINDOW DRESSER (ret. tr.)

222.387-050 SHIPPING AND RECEIVING CLERK (SHIPPING AND RECEIVING CLERK) (clerical)

Verifies and keeps records on incoming and outgoing shipments and prepares items for shipment: Compares identifying information and counts, weighs, or measures items of incoming and outgoing shipments to verify against bills of lading, invoices, orders, or other records. Determines method of shipment, utilizing knowledge of shipping procedures, routes, and rates. Assembles wooden or cardboard containers or selects preassembled containers. Inserts items into containers, using spacers, fillers, and protective padding. Nails covers on wooden crates and binds containers with metal tape, using strapping machine. Stamps, stencils, or glues identifying information and shipping instructions onto crates or containers. Posts weights, shipping charges and affixes postage. Unpacks and examines incoming shipments, rejects damaged items, records shortages, and corresponds with shipper to rectify damages and shortages. Routes items to departments. May operate tier-lift truck or use handtruck to move, convey, or hoist shipments from shipping-and-receiving platform to storage or work area. May direct others in preparing outgoing and receiving incoming shipments. May perform only shipping or receiving activities and be known as SHIPPING CLERK (clerical) or RECEIVING CLERK (clerical). May be designated according to specialty as FREIGHT CLERK (clerical); RESHIPPING CLERK (clerical). May receive damaged or defective goods returned to establishment and be designated RETURNED GOODS RECEIVING CLERK (clerical). May receive unsold products returned by DRIVER, SALES ROUTE (ret. tr.; whole. tr.) and be designated ROUTE RETURNER (clerical).

209.587-034 MARKER (MARKER) (ret. tr.; whole. tr.) marking clerk; merchandise marker; price marker; ticket maker.

Marks and attaches price tickets to articles of merchandise to record price and identifying information. Marks selling price by hand on boxes containing merchandise, or on price tickets. Ties, glues, sews, or staples price ticket to each article. Presses lever or plunger of mechanism that pins, pastes, ties, or staples ticket to article. May record number and types of articles marked and pack them in boxes. May compare printed price tickets with entries on purchase order to verify accuracy and notify supervisor of discrepancies. If worker prints information on tickets, using ticket-printing machine, see TICKETER (any ind.) or TICKET PRINTER AND TAGGER (garment).

222.387-058 STOCK CLERK (STOCKPERSON) (clerical) stock checker; stockroom clerk; storekeeper; storeroom clerk; storeroom keeper; stores clerk; supply clerk; supply-room clerk.

Receives, stores, and issues equipment, material, supplies, merchandise, foodstuffs, or tools, and compiles stock records in stockroom, warehouse, or storage yard: Counts, sorts, or weighs incoming articles to verify receipt of items on requisition or invoices. Examines stock to verify conformance to specifications. Stores articles in bins, on floor, or on shelves, according to identifying information, such as style, size, or type of material. Fills orders or issues supplies from stock. Prepares periodic, special, or perpetual inventory of stock. Requisitions articles to fill incoming orders. Compiles reports on use of stock handling equipment, adjustments of inventory counts and stock records, spoilage of or damage to stock, location changes, and refusal of shipments. May mark identifying codes, figures, or letters on articles. May distribute stock among production workers, keeping records of material issued. May make adjustments or repairs to articles carried in stock. May determine methods of storage, identification, and stock location, considering temperature, humidity, height and weight limits, turnover, floor loading capacities, and required space. May cut stock to size to fill order. May move or transport material or supplies to other departments using hand or industrial truck. May be designated according to material, equipment, or product stored as CAMERA-STOREROOM CLERK (motion pic.); OIL-HOUSE ATTENDANT (clerical); WIRE STOCKKEEPER (wirework); or work location as WINE-CELLAR STOCK CLERK (hotel & rest.); or stage in manufacture of material or goods as FINISHED-GOODS STOCK CLERK (clerical); or container in which goods are stored as DRUM-STOCK CLERK (clerical). Additional Titles: CUSTODIAN, BLOOD BANK (medical ser.); FOOD-STOREROOM CLERK (hotel & rest.); HOGSHEAD-STOCK CLERK (tobacco); MATERIAL STOCKKEEPER, YARD (petrol. production); MOLD PICKER (rubber goods); PAINT STOCKER (aircraft-aerospace mfg.); PATTERN-ROOM ATTENDANT (found.); PRINTING-PLATE CLERK (print. & pub.); SACK KEEPER (clerical); TEMPLATE-STORAGE CLERK (clerical); REFRIGERATOR-ROOM CLERK (clerical). May receive, store, and sort unserviceable equipment and supplies for sale, disposal or reclamation and be known as SALVAGE CLERK (clerical).

209.587-034 MARKER (MARKER) (ret. tr.; whole. tr.) marking clerk; merchandise marker; price marker; ticket maker.

Marks and attaches price tickets to articles of merchandise to record price and identifying information. Marks selling price by hand on boxes containing merchandise, or on price tickets. Ties, glues, sews, or staples price ticket to each article.

Presses lever or plunger of mechanism that pins, pastes, ties, or staples ticket to article. May record number and types of articles marked and pack them in boxes. May compare printed price tickets with entries on purchase order to verify accuracy and notify supervisor of discrepancies. If worker prints information on tickets, using ticket-printing machine, see TICKETER (any ind.) or TICKET PRINTER AND TAGGER (garment).

222.387-050 SHIPPING AND RECEIVING CLERK (SHIPPING AND RECEIVING CLERK) (clerical)

Verifies and keeps records on incoming and outgoing shipments and prepares items for shipment: Compares identifying information and counts, weighs, or measures items of incoming and outgoing shipments to verify against bills of lading, invoices, orders, or other records. Determines method of shipment, utilizing knowledge of shipping procedures, routes, and rates. Assembles wooden or cardboard containers or selects preassembled containers. Inserts items into containers, using spacers, fillers, and protective padding. Nails covers on wooden crates and binds containers with metal tape, using strapping machine. Stamps, stencils, or glues identifying information and shipping instructions onto crates or containers. Posts weights, shipping charges and affixes postage. Unpacks and examines incoming shipments, rejects damaged items, records shortages, and corresponds with shipper to rectify damages and shortages. Routes items to departments. May operate tier-lift truck or use handtruck to move, convey, or hoist shipments from shipping-and-receiving platform to storage or work area. May direct others in preparing outgoing and receiving incoming shipments. May perform only shipping or receiving activities and be known as SHIPPING CLERK (clerical) or RECEIVING CLERK (clerical). May be designated according to specialty as FREIGHT CLERK (clerical); RESHIPPING CLERK (clerical). May receive damaged or defective goods returned to establishment and be designated RETURNED GOODS RECEIVING CLERK (clerical). May receive unsold products returned by DRIVER, SALES ROUTE (ret. tr.; whole. tr.) and be designated ROUTE RETURNER (clerical).

261.357-066 SALESPERSON, WOMEN'S APPAREL AND ACCESSORIES (SALES ASSISTANT/SALESCLERK) (ret. tr.) salesperson, ladies' wear. Also sales representatives in the following areas: Wigs, Corsets, Uniforms, Furs, Infants' and Children's Wear, Men's and Boys' Clothing, Men's Furnishings, Millinery, Shoes, and Yard Goods.

Sells women's clothing and fashion accessories, such as coats, sportswear, suits, dresses, formal gowns, lingerie, hosiery, belts, gloves, costume jewelry, handbags, and scarfs:

Advises customer as to current fashion, style of garment to suit age and figure, and coordination of accessories with apparel. Answers questions regarding weave, washability, durability, or color fastness of various fabrics. May make repairs or alterations. Performs other duties as described under SALESPERSON (ret. tr.; whole, tr.). May be designated according to specific category or type of item sold as SALESPERSON, FASHION ACCESSORIES (ret. tr.); SALESPERSON, HANDBAGS (ret. tr.); SALESPERSON, HOSIERY (ret. tr.); SALESPERSON, LINGERIE (ret. tr.); SALESPERSON, WOMEN'S APPAREL (ret. tr.); SALESPERSON, WOMEN'S DRESSES (ret. tr.); SALESPERSON, WOMEN'S SPORTSWEAR (ret. tr.).

299.677-010 SALES ATTENDANT (DRESSING ROOM ATTENDANT) (ret. tr.)
attendant, self-service store.

Performs any combination of the following duties to provide customer service in self-service store: Aids customers in locating merchandise. Obtains merchandise from stockroom when not on floor. Directs or escorts customer to fitting or dressing room or to cashier. Keeps merchandise in order. May mark or ticket merchandise.

298.081-010 DISPLAYER, MERCHANDISE (DISPLAY HELPER) (ret. tr.)
decorator, store; display trimmer.

Displays merchandise, such as clothes, accessories, and furniture, in windows, showcases, and on sales floor of retail store to attract attention of prospective customers: Originates display ideas or follows suggestions or schedule of MANAGER, DISPLAY (ret. tr.) and constructs or assembles prefabricated display properties from wood, fabric, glass, paper, and plastic, using handtools. Arranges properties, mannequins, furniture, merchandise, and backdrop according to prearranged plan or own ideas. Places price and descriptive signs on backdrop, fixtures, merchandise, or floor. May dress mannequins for use in displays and be designated MODEL DRESSER (ret. tr.). May be designated according to area trimmed or decorated as SHOWCASE TRIMMER (ret. tr.); WINDOW DRESSER (ret. tr.)

211.462-018 CASHIER-WRAPPER (CASHIER-WRAPPER) (ret. tr.)

Operates cash register to compute and record total sale and wraps merchandise for customers in department, variety, and speciality stores: Receives sales slip, money, and merchandise from salesperson or customer. Records amount of sale on cash register and makes change. Obtains credit authorization on charge purchases in excess of floor limit from designated official, using telephone or pneumatic tube carrier. Inspects merchandise prior to wrapping to see that it is in satisfactory condition and verifies sales slip with price tickets on merchandise. Places merchandise in bags or boxes and gives change and packages to selling personnel. Wraps packages for shipment and routes to delivery department. Balances cash received with cash sales daily. May gift wrap merchandise.

THE VDARE PROCESS

A resource for assessing an individual's capabilities and initiating job placement action is the VOCATIONAL DIAGNOSIS and ASSESSMENT of RESIDUAL EMPLOYABILITY (VDARE) process. Its purpose is described in Vocational Assessment Planning and Jobs.

> "...is designed for job analysis and the assessment of vocational potential. Utilizing the Dictionary of Occupational Titles (D.O.T.), the client's personal history and current level of functioning, information (medical, psychological, social, educational and vocational) is synthesized to predict vocational functional potential. The Process Worksheet is used to record, synthesize and analyze the vocationally relevant information about the client's potential to work."[1]

The objective of this process is aiding the vocational professional; i.e., instructor, counselor, or administrator in placing a student's assessed qualifications before prospective employers. The assessment of personal qualifications is unique to each individual and is accomplished through trait factor analysis.

The VDARE process isolates the individual traits and matches them to occupations which use or accommodate the particular grouping of traits which result from the trait factor analysis. The matching is accomplished via a computer search of VDARE's data bank which contains the classification of jobs according to worker trait factors. Each of 12,099 jobs are factored in eleven categories.

"1) DOT Code
2) Data/People/Things (DPT) Number
3) Guide to Occupational Exploration (GOE) Code
4) Job Title
5) Physical Demands
6) Working Conditions
7) General Educational Development (Reasoning, Math, Language
8) Specific Vocational Preparation
9) Aptitudes
10) Interests
11) Temperaments"[2]

If you are interested in pursuing a trait factor analysis, each case study begins with the "VDARE Process Worksheet". This form presents the client's biographical data, educational/training and work history. A medical report, vocational/psychological testing, work evaluation and behavioral observation add further definitions of the individual's traits. The resulting measures of these traits are recorded onto the "Vocational Relevant

Information" section of the VDARE worksheet. This data is matched through a computer search to occupations in which the client may be expected to function successfully.

The worker trait factor for your particular program are presented on the following pages.

BAGGER (BAGGER/COURTESY CLERK)
920.687-014*

DATA, PEOPLE, THINGS

Persons desiring to become baggers should have the ability to make comparisons. They should be able to take instructions and help others. Additionally, they must be able to use body members, handtools and/or special devices to work, move or carry objects or materials.

PHYSICAL DEMANDS

Baggers have a medium work load. They must have the capacity to lift 50 pounds maximum and frequently lift and/or carry objects weighing up to 25 pounds. They must be able to stoop, kneel, crouch, crawl, reach, handle, finger and/or feel.

WORKING CONDITIONS

Baggers spend approximately equal amounts of their working time inside and outside.

GENERAL EDUCATION DEVELOPMENT

Reasoning: Baggers must have the ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. They must deal with problems involving a few concrete variables in or from standardized situations.

Mathematics: Baggers must be able to perform simple addition and subtraction, read and copy figures and count and record items.

Language: Baggers must be able to learn job duties from oral instructions or demonstration. They must be able to write identifying information, such as name and address of customer, weight, number or type of product, on tags or slips.

SPECIFIC VOCATIONAL PREPARATION

Training time should be anything beyond short demonstration up to and including 30 days.

APTITUDES

Intelligence: low degree
Verbal: low degree
Numerical: low degree
Spatial: low degree
Form Perception: low degree
Clerical Perception: negligible degree
Motor Coordination: low degree
Finger Dexterity: low degree
Manual Dexterity: low degree
Eye-Hand-Foot Coordination: negligible degree
Color Discrimination: negligible degree

INTERESTS

Persons desiring to become baggers should have a preference for activities dealing with things and objects. Additionally, they should have a preference for activities of a routine, concrete and organized nature.

TEMPERAMENTS

Persons desiring to become baggers should be able to adapt to performing repetitive work, or to perform continuously the same work, according to set procedures, sequence or pace.

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*Field, Tim. The Classification of Jobs According to Worker Trait Factors, 1982.

SALES CLERK, FOOD (GROCERY CLERK)
290.477-018*

DATA, PEOPLE, THINGS

Persons desiring to become food sales clerks must have the ability to perform arithmetic operations. They must be able to attend to the needs or requests of people or animals or the expressed or implicit wishes of people. Additionally, on occasion, they must use body members, handtools and/or special devices to work, move or carry objects or materials.

PHYSICAL DEMANDS

Food sales clerks have a light work load. They must have the capacity to lift 20 pounds maximum and frequently lift and/or carry objects weighing up to 10 pounds. The ability to reach, handle, finger and/or feel and talk and/or hear is necessary.

WORKING CONDITIONS

Food sales clerks spend the majority of their working time inside.

GENERAL EDUCATION DEVELOPMENT

Reasoning: Food sales clerks must have the ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. They must deal with problems involving a few concrete variables in or from standardized situations.

Mathematics: Food sales clerks must have the ability to make arithmetic calculations involving fractions, decimals and percentages. They must be able to use arithmetic to add, subtract, multiply and divide whole numbers.

Language: Food sales clerks must have the ability to file, post and mail items such as forms, checks, receipts and bills. They should be able to transfer information and fill in report forms when necessary.

SPECIFIC VOCATIONAL PREPARATION

Training time should be over 30 days up to and including three months.

APTITUDES

Intelligence: medium degree
Verbal: medium degree
Numerical: medium degree
Spatial: low degree
Form Perception: low degree
Clerical Perception: low degree
Motor Coordination: medium degree
Finger Dexterity: low degree
Manual Dexterity: low degree
Eye-Hand-Foot Coordination: negligible degree
Color Discrimination: negligible degree

INTERESTS

Persons desiring to become food sales clerks should have a preference for activities dealing with things and objects. They should have a preference for activities involving business contact with people. Additionally, they should have a preference for activities of a routine, concrete and organized nature.

TEMPERAMENTS

Persons desiring to become food sales clerks should be able to adapt to dealing with people beyond giving and receiving instructions.

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*Field, Tim. The Classification of Jobs According to Worker Trait Factors, 1982.

CASHIER-CHECKER (CASHIER-CHECKER)
211.462-014*

DATA, PEOPLE, THINGS

Persons desiring to become cashier-checkers must have the ability to perform arithmetic operations. They must talk with and/or signal people to convey or exchange information such as giving assignments and/or directions to helpers or assistants. They must be able to start, stop, control and adjust the progress of equipment related to their job.

PHYSICAL DEMANDS

Cashier-checkers have a medium work load. They must have the capacity to lift 50 pounds maximum and frequently lift and/or carry objects weighing up to 25 pounds. They must be able to reach, handle, finger and/or feel. They must also be able to talk and/or hear and perceive, through the eye, shape, size, distance, motion, color or other characteristics of objects.

WORKING CONDITIONS

Cashier-checkers spend the majority of their working time inside.

GENERAL EDUCATION DEVELOPMENT

Reasoning: Cashier-checkers must have the ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. They must deal with problems involving a few concrete variables in or from standardized situations.

Mathematics: Cashier-checkers must have the ability to use arithmetic to add, subtract, multiply and divide whole numbers.

Language: Cashier-checkers must have the ability to file, post and mail items such as forms, checks, receipts and bills. They should also be able to transfer information and fill in report forms when necessary.

SPECIFIC VOCATIONAL PREPARATION

Training time should be over 30 days up to and including three months.

APTITUDES

Intelligence: medium degree
Verbal: medium degree
Numerical: medium degree
Spatial: low degree
Form Perception: medium degree
Clerical Perception: medium degree
Motor Coordination: high degree
Finger Dexterity: high degree
Manual Dexterity: medium degree
Eye-Hand-Foot Coordination: negligible degree
Color Discrimination: low degree

INTERESTS

Persons desiring to become cashier-checkers should have a preference for activities involving business contact with people. They should have a preference for activities of a routine, concrete and organized nature. Additionally, they should have a preference for activities that are carried on in relation to processes, machines and techniques.

TEMPERAMENTS

Persons desiring to become cashier-checkers should be able to adapt to performing repetitive work, or to performing continuously the same work, according to set procedures, sequence or pace. They should be able to deal with people beyond giving and receiving instructions. They should be able to perform under stress when confronted with emergency, critical, unusual or dangerous situations; or situations in which working speed and sustained attention are make-or-break aspects of the job. Additionally, they must be able to adapt to situations requiring the precise attainment of set limits, tolerances or standards.

*Field, Tim. The Classification of Jobs According to Worker Trait Factors, 1982.

SALES CLERK, FOOD (PRODUCE CLERK)
290.477-018*

DATA, PEOPLE, THINGS

Persons desiring to become food sales clerks must have the ability to perform arithmetic operations. They must be able to attend to the needs or requests of people or animals or the expressed or implicit wishes of people. Additionally, on occasion, they must use body members, handtools and/or special devices to work, move or carry objects or materials.

PHYSICAL DEMANDS

Food sales clerks have a light work load. They must have the capacity to lift 20 pounds maximum and frequently lift and/or carry objects weighing up to 10 pounds. The ability to reach, handle, finger and/or feel and talk and/or hear is necessary.

WORKING CONDITIONS

Food sales clerks spend the majority of their working time inside.

GENERAL EDUCATION DEVELOPMENT

Reasoning: Food sales clerks must have the ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. They must deal with problems involving a few concrete variables in or from standardized situations.

Mathematics: Food sales clerks must have the ability to make arithmetic calculations involving fractions, decimals and percentages. They must be able to use arithmetic to add, subtract, multiply and divide whole numbers.

Language: Food sales clerks must have the ability to file, post and mail items such as forms, checks, receipts and bills. They should be able to transfer information and fill in report forms when necessary.

SPECIFIC VOCATIONAL PREPARATION

Training time should be over 30 days up to and including three months.

APTITUDES

Intelligence: medium degree
Verbal: medium degree
Numerical: medium degree
Spatial: low degree
Form Perception: low degree
Clerical Perception: low degree
Motor Coordination: medium degree
Finger Dexterity: low degree
Manual Dexterity: low degree
Eye-Hand-Foot Coordination: negligible degree
Color Discrimination: negligible degree

INTERESTS

Persons desiring to become food sales clerks should have a preference for activities dealing with things and objects. They should have a preference for activities involving business contact with people. Additionally, they should have a preference for activities of a routine, concrete and organized nature.

TEMPERAMENTS

Persons desiring to become food sales clerks should be able to adapt to dealing with people beyond giving and receiving instructions.

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*Field, Tim. *The Classification of Jobs According to Worker Trait Factors*, 1982.

DINING ROOM ATTENDANT (BUSPERSON)
311.677-018*

DATA, PEOPLE, THINGS

Persons desiring to become dining room attendants must have the ability to make comparisons of data, people and things. They must be able to attend to the needs or requests of people or animals or the expressed or implicit wishes of people. On occasion, they must use body members, handtools and/or special devices to work, move or carry objects or materials.

PHYSICAL DEMANDS

Dining room attendants have a medium work load. They must have the capacity to lift 50 pounds maximum and frequently lift and/or carry objects weighing up to 25 pounds. They must be able to stoop, kneel, crouch, crawl, reach, handle, finger and/or feel. Additionally, they must be able to talk and/or hear.

WORKING CONDITIONS

Dining room attendants spend the majority of their working time inside.

GENERAL EDUCATION DEVELOPMENT

Reasoning: Dining room attendants must have the ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. They must deal with problems involving a few concrete variables in or from standardized situations.

Mathematics: Dining room attendants must have the ability to perform simple addition and subtraction, read and copy figures and count and record items.

Language: Dining room attendants must be able to learn job duties from oral instructions or demonstration. They must be able to write identifying information, such as name and address of customer, weight, number or type of product, on tags or slips.

SPECIFIC VOCATIONAL PREPARATION

Training time should be anything beyond short demonstration up to and including 30 days.

APTITUDES

Intelligence: low degree
Verbal: low degree
Numerical: low degree
Spatial: low degree
Form Perception: low degree
Clerical Perception: low degree
Motor Coordination: low degree
Finger Dexterity: low degree
Manual Dexterity: low degree
Eye-Hand-Foot Coordination: low degree
Color Discrimination: negligible degree

INTERESTS

Persons desiring to become dining room attendants should have a preference for activities dealing with things and objects. Additionally, they should have a preference for activities of a routine, concrete and organized nature.

TEMPERAMENTS

Persons desiring to become dining room attendants should be able to adapt to performing repetitive work, or to performing continuously the same work, according to set procedures, sequence or pace. Additionally, they must be able to deal with people beyond giving and receiving instructions.

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*Field, Tim. *The Classification of Jobs According to Worker Trait Factors*, 1982.

COUNTER ATTENDANT, CAFETERIA (SERVER)
311.677-014*

DATA, PEOPLE, THINGS

Persons desiring to become cafeteria counter attendants must have the ability to make comparisons of data, people and things. They must be able to attend to the needs or requests of people or animals or the expressed or implicit wishes of people. On occasion, they must use body members, handtools and/or special devices to work, move or carry objects or materials.

PHYSICAL DEMANDS

Cafeteria counter attendants have a light work load. They must have the capacity to lift 20 pounds maximum and frequently lift and/or carry objects weighing up to 10 pounds. They must be able to reach, handle, finger and/or feel and talk and/or hear.

WORKING CONDITIONS

Cafeteria counter attendants spend the majority of their working time inside.

GENERAL EDUCATION DEVELOPMENT

Reasoning: Cafeteria counter attendants must have the ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. They must deal with problems involving a few concrete variables in or from standardized situations.

Mathematics: Cafeteria counter attendants must have the ability to perform simple addition and subtraction, read and copy figures and count and record items.

Language: Cafeteria counter attendants must have the ability to file, post and mail items such as forms, checks, receipts and bills. They should also be able to transfer information and fill in report forms when necessary.

SPECIFIC VOCATIONAL PREPARATION

Training time should be over 30 days up to and including three months.

APTITUDES

Intelligence: low degree
Verbal: low degree
Numerical: low degree
Spatial: low degree
Form Perception: medium degree
Clerical Perception: low degree
Motor Coordination: medium degree

Finger Dexterity: medium degree
Manual Dexterity: medium degree
Eye-Hand-Foot Coordination: negligible degree
Color Discrimination: low degree

INTERESTS

Persons desiring to become cafeteria counter attendants should have a preference for activities involving business contact with people. Additionally, they should have a preference for activities of a routine, concrete and organized nature.

TEMPERAMENTS

Persons desiring to become cafeteria counter attendants must be able to adapt to performing continuously the same work, according to set procedures, sequence or pace. Additionally, they must be able to deal with people beyond giving and receiving instructions.

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*Field, Tim. The Classification of Jobs According to Worker Trait Factors, 1982.

WAITER/WAITRESS, INFORMAL (WAITER/WAITRESS, INFORMAL)
311.477-030*

DATA, PEOPLE, THINGS

Persons desiring to become informal waiters/waitresses must have the ability to perform arithmetic operations. They must be able to attend to the needs or requests of people or animals or the expressed or implicit wishes of people. Additionally, on occasion, they must use body members, handtools and/or special devices to work, move or carry objects or materials.

PHYSICAL DEMANDS

Informal waiters/waitresses have a light work load. They must have the capacity to lift 20 pounds maximum and frequently lift and/or carry objects weighing up to 10 pounds. The ability to reach, handle, finger and/or feel and talk and/or hear is necessary.

WORKING CONDITIONS

Informal waiters/waitresses spend the majority of their working time inside.

GENERAL EDUCATION DEVELOPMENT

Reasoning: Informal waiters/waitresses must have the ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. They must deal with problems involving a few concrete variables in or from standardized situations.

Mathematics: Informal waiters/waitresses must have the ability to make arithmetic calculations involving fractions, decimals and percentages. They must be able to use arithmetic to add, subtract, multiply and divide whole numbers.

Language: Informal waiters/waitresses must have the ability to file, post and mail items such as forms, checks, receipts and bills. They should also be able to transfer information and fill in report forms when necessary.

SPECIFIC VOCATIONAL PREPARATION

Training time should be over 30 days up to and including three months.

APTITUDES

Intelligence: medium degree
Verbal: medium degree
Numerical: low degree
Spatial: low degree
Form Perception: low degree
Clerical Perception: low degree
Motor Coordination: low degree
Finger Dexterity: low degree
Manual Dexterity: medium degree
Eye-Hand-Foot Coordination: low degree
Color Discrimination: negligible degree

INTERESTS

Persons desiring to become informal waiters/waitresses should have a preference for activities involving business contact with people. Additionally, they should have a preference for activities of a routine, concrete and organized nature.

TEMPERAMENTS

Persons desiring to become informal waiters/waitresses must be able to adapt to dealing with people beyond giving and receiving instructions.

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*Field, Tim. The Classification of Jobs According to Worker Trait Factors, 1982.

HOST/HOSTESS, RESTAURANT (HOST/HOSTESS, RESTAURANT)
310.137-010*

DATA, PEOPLE, THINGS

Persons desiring to become restaurant host/hostesses must have the ability to determine time, place and sequence of operations or action to be taken on the basis of analysis of data. They must report on events. They must have the capability to determine or interpret work procedures for a group of workers, assigning specific duties to them, maintaining harmonious relations among them and promoting efficiency. Additionally, on occasion, they must be able to use body members, handtools and/or special devices to work, move or carry objects or materials.

PHYSICAL DEMANDS

Restaurant host/hostesses have a light work load. They must have the capacity to lift 20 pounds maximum and frequently lift and/or carry objects weighing up to 10 pounds. The ability to reach, handle, finger and/or feel and talk and/or hear is necessary.

WORKING CONDITIONS

Restaurant host/hostesses spend the majority of their working time inside.

GENERAL EDUCATION DEVELOPMENT

Reasoning: Restaurant host/hostesses must have the ability to apply principles of rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. They must be able to interpret a variety of instructions furnished in written, oral, diagrammatic or schedule form.

Mathematics: Restaurant host/hostesses must have the ability to make arithmetic calculations involving fractions, decimals and percentages. They must be able to add, subtract, multiply and divide whole numbers.

Language: Restaurant host/hostesses must have the ability to transcribe dictation, make appointments and handle mail, interview and screen people and write routine correspondence. They must be able to interview job applicants to determine work best suited for their abilities and experience.

SPECIFIC VOCATIONAL PREPARATION

Training time should be over one year up to and including two years.

APTITUDES

Intelligence: medium degree
Verbal: medium degree
Numerical: medium degree
Spatial: low degree
Form Perception: low degree
Clerical Perception: medium degree
Motor Coordination: low degree
Finger Dexterity: low degree
Manual Dexterity: low degree
Eye-Hand-Foot Coordination: negligible degree
Color Discrimination: negligible degree

INTERESTS

Persons desiring to become restaurant host/hostesses should have a preference for activities involving business contact with people. Additionally, they should have a preference for activities resulting in prestige or the esteem of others.

TEMPERAMENTS

Persons desiring to become restaurant host/hostesses should be able to adapt to accepting responsibility for the direction, control or planning of an activity. They should be able to deal with people beyond giving and receiving instructions. Additionally, they should be able to perform a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure.

*Field, Tim. *The Classification of Jobs According to Worker Trait Factors*, 1982.

COUNTER ATTENDANT, LUNCHROOM OR COFFEE SHOP (COUNTER CLERK)
311.477-014*

DATA, PEOPLE, THINGS

Persons desiring to become lunchroom or coffee shop counter attendants must have the ability to perform arithmetic operations. They must be able to attend to the needs of or requests of people or animals or the expressed or implicit wishes of people. Additionally, on occasion, they must use body members, handtools and/or special devices to work, move or carry objects or materials.

PHYSICAL DEMANDS

Lunchroom or coffee shop counter attendants have a light work load. They must have the capacity to lift 20 pounds maximum and frequently lift and/or carry objects weighing up to 10 pounds. The ability to reach, handle, finger and/or feel and talk and/or hear is necessary.

WORKING CONDITIONS

Lunchroom or coffee shop counter attendants spend the majority of their working time inside.

GENERAL EDUCATION DEVELOPMENT

Reasoning: Lunchroom or coffee shop counter attendants must have the ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. They must deal with problems involving a few concrete variables in or from standardized situations.

Mathematics: Lunchroom or coffee shop counter attendants must have the ability to make arithmetic calculations involving fractions, decimals and percentages. They must be able to use arithmetic to add, subtract, multiply and divide whole numbers.

Language: Lunchroom or coffee shop counter attendants must have the ability to file, post and mail items such as forms, checks, receipts and bills. They should also be able to transfer information and fill in forms when necessary.

SPECIFIC VOCATIONAL PREPARATION

Training time should be anything beyond short demonstration up to and including 30 days.

APTITUDES

Intelligence: low degree
Verbal: low degree
Numerical: low degree
Spatial: low degree
Form Perception: low degree
Clerical Perception: low degree
Motor Coordination: medium degree
Finger Dexterity: medium degree
Manual Dexterity: medium degree
Eye-Hand-Foot Coordination: negligible degree
Color Discrimination: negligible degree

INTERESTS

Persons desiring to become lunchroom or coffee shop counter attendants should have a preference for activities involving business contact with people. Additionally, they should have a preference for activities of a routine, concrete and organized nature.

TEMPERAMENTS

Persons desiring to become lunchroom or coffee shop counter attendants should be able to adapt to performing repetitive work, or to performing continuously the same work, according to set procedures, sequence or pace. Additionally, they must be able to deal with people beyond giving and receiving instructions.

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*Field, Tim. The Classification of Jobs According to Worker Trait Factors, 1982.

CASHIER II (CASHIER)
211.462-010*

DATA, PEOPLE, THINGS

Persons desiring to become cashiers must have the ability to perform arithmetic operations. They must talk with and/or signal people to convey or exchange information such as giving assignments and/or directions to helpers or assistants. They must be able to start, stop, control and adjust the progress of equipment related to their job.

PHYSICAL DEMANDS

Cashiers have a sedentary work load. They must have the capacity to lift 10 pounds maximum and occasionally lift and/or carry such articles as ledgers. Although much of the work involves sitting, a certain amount of walking and standing is often necessary in carrying out job duties. The ability to reach, handle, finger, feel, talk, hear and see is advantageous.

WORKING CONDITIONS

Cashiers spend the majority of their working time inside.

GENERAL EDUCATION DEVELOPMENT

Reasoning: Cashiers must have the ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. They must deal with problems involving a few concrete variables in or from standardized situations.

Mathematics: Cashiers must make arithmetic calculations involving fractions, decimals and percentages. The ability to add, subtract, multiply and divide is necessary.

Language: Cashiers should have the ability to file, post and mail items such as forms, checks, receipts and bills. They should also be able to transfer information and fill in report forms when necessary.

SPECIFIC VOCATIONAL PREPARATION

Training time should be over 30 days up to and including three months.

APTITUDES

Intelligence: medium degree
Verbal: medium degree
Numerical: medium degree
Spatial: low degree
Form Perception: low degree
Clerical Perception: medium degree
Motor Coordination: medium degree
Finger Dexterity: medium degree
Manual Dexterity: medium degree
Eye-Hand-Foot Coordination: medium degree
Color Discrimination: negligible degree

INTERESTS

Persons desiring to become cashiers should have a preference for activities involving business contact with people. They should also have a preference for activities of a routine, concrete and organized nature.

TEMPERAMENTS

Persons desiring to become cashiers should be able to adapt to dealing with people beyond giving and receiving instructions. They should also be able to adapt to situations requiring the precise attainment of set limits, tolerances or standards.

*Field, Tim. The Classification of Jobs According to Worker Trait Factors, 1982.

AUTOMOBILE SERVICE STATION ATTENDANT (SERIVCE STATION ATTENDANT)

915.467-010*

DATA, PEOPLE, THINGS

Persons desiring to become automobile service station attendants should have good verbal and nonverbal communication abilities. They should have the ability to utilize body members, handtools, special devices used in their work and to move or carry objects or materials. The ability to identify and use equipment and tools required is necessary.

PHYSICAL DEMANDS

Automobile service station attendants have a medium work load. Persons must have a capacity to lift at least 50 pounds. They should be able to lift or carry objects weighing 25 pounds. Persons should be able to stoop, kneel, crouch and crawl as well as reach, handle, finger and feel. An ability to talk and hear is important.

WORKING CONDITIONS

Automobile service station attendants should be able to work equal amounts of time both inside and outside.

GENERAL EDUCATION DEVELOPMENT

Reasoning: Automobile service station attendants should be able to use good common sense and deal with problems having a few concrete variables.

Mathematics: Automobile service station attendants should have the ability to add, subtract, multiply and divide whole numbers.

Language: Automobile service station attendants should be able to file, post and mail items such as forms, checks, receipts and bills. They should also be able to transfer information and fill in report forms when necessary.

SPECIFIC VOCATIONAL PREPARATION

Training time should be over 30 days and could be up to and including three months.

APTITUDES

Intelligence: medium degree
Verbal: medium degree
Numerical: medium degree
Spatial: low degree
Form Perception: medium degree
Clerical Perception: low degree
Motor Coordination: low degree
Finger Dexterity: low degree
Manual Dexterity: medium degree
Eye-Hand-Foot Coordination: negligible degree
Color Discrimination: negligible degree

INTERESTS

Automobile service station attendants should have a preference for activities that deal with things and objects; are routine, concrete and organized in nature; and are carried on in relation to processes, machines and techniques.

TEMPERAMENTS

Automobile service station attendants should have the ability to adapt to performing a variety of duties and deal with people beyond giving and receiving instructions.

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*Fields, Tim. The Classification of Jobs According to Worker Trait Factors, 1982.

CASHIER II (CASHIER)
211.462-010*

DATA, PEOPLE, THINGS

Persons desiring to become cashiers must have the ability to perform arithmetic operations. They must talk with and/or signal people to convey or exchange information such as giving assignments and/or directions to helpers or assistants. They must be able to start, stop, control and adjust the progress of equipment related to their job.

PHYSICAL DEMANDS

Cashiers have a sedentary work load. They must have the capacity to lift 10 pounds maximum and occasionally lift and/or carry such articles as ledgers. Although much of the work involves sitting, a certain amount of walking and standing is often necessary in carrying out job duties. The ability to reach, handle, finger, feel, talk, hear and see is advantageous.

WORKING CONDITIONS

Cashiers spend the majority of their working time inside.

GENERAL EDUCATION DEVELOPMENT

Reasoning: Cashiers must have the ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. They must deal with problems involving a few concrete variables in or from standardized situations.

Mathematics: Cashiers must make arithmetic calculations involving fractions, decimals and percentages. The ability to add, subtract, multiply and divide is necessary.

Language: Cashiers should have the ability to file, post and mail items such as forms, checks, receipts and bills. They should also be able to transfer information and fill in report forms when necessary.

SPECIFIC VOCATIONAL PREPARATION

Training time should be over 30 days up to and including three months.

APTITUDES

Intelligence: medium degree
Verbal: medium degree
Numerical: medium degree
Spatial: low degree
Form Perception: low degree
Clerical Perception: medium degree
Motor Coordination: medium degree
Finger Dexterity: medium degree
Manual Dexterity: medium degree
Eye-Hand-Foot Coordination: medium degree
Color Discrimination: negilgible degree

INTERESTS

Persons desiring to become cashiers should have a preference for activities involving business contact with people. They should also have a preference for activities of a routine, concrete and organized nature.

TEMPERAMENTS

Persons desiring to become cashiers should be able to adapt to dealing with people beyond giving and receiving instructions. They should also be able to adapt to situations requiring the precise attainment of set limits, tolerances or standards.

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*Field, Tim. The Classification of Jobs According to Worker Trait Factors, 1982.

BELLHOP (BELLPERSON)
324.677-010*

DATA, PEOPLE, THINGS

Persons desiring to become bellhops must have the ability to judge the readily observable functional, structural, or compositional characteristics of data, people or things. They should be able to attend to the needs or requests of people or animals or the expressed or implicit wishes of people immediately. Additionally, they must be able to use body members, handtools and/or special devices to work, move or carry objects or materials.

PHYSICAL DEMANDS

Bellhops have a medium work load. They must have the capacity to lift 50 pounds maximum and frequently lift and/or carry objects weighing up to 25 pounds. They must be able to reach, handle, finger, feel, talk and/or hear.

WORKING CONDITIONS

Bellhops spend the majority of their working time inside.

GENERAL EDUCATION DEVELOPMENT

Reasoning: Bellhops must have the ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. They must deal with problems involving a few concrete variables in or from standardized situations.

Mathematics: Bellhops must make arithmetic calculations involving fractions, decimals and percentages. The ability to add, subtract, multiply and divide is necessary.

Language: Bellhops should have the ability to interview guests to obtain necessary information and also be able to guide guests through the hotel/motel.

SPECIFIC VOCATIONAL PREPARATION

Training time should be anything beyond short demonstration up to and including 30 days.

APTITUDES

Intelligence: low degree
Verbal: low degree
Numerical: low degree
Spatial: low degree
Form Perception: low degree
Clerical Perception: low degree
Motor Coordination: low degree
Finger Dexterity: low degree
Manual Dexterity: medium degree
Eye-Hand-Foot Coordination: low degree
Color Discrimination: negligible degree

INTERESTS

Persons desiring to become bellhops should have a preference for activities involving business contact with people. They should also have a preference for activities of a routine, concrete and organized nature.

TEMPERAMENTS

Persons desiring to become bellhops should be able to adapt to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure. Additionally, they should be able to adapt to dealing with people beyond giving and receiving instructions.

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*Field, Tim. The Classification of Jobs According to Worker Trait Factors, 1982.

HOTEL CLERK (ROOM CLERK)
238.362-010*

DATA, PEOPLE, THINGS

Persons desiring to become hotel clerks must have the ability to gather, collate or classify information about data, people or things. They must be able to talk with and/or signal people to convey or exchange information such as giving assignments and/or directions to helpers or assistants. They should have some knowledge regarding how to start, stop, control and adjust the progress of equipment needed on the job.

PHYSICAL DEMANDS

Hotel clerks have a light work load. They must have the capacity to lift 20 pounds maximum and frequently lift and/or carry objects weighing up to 10 pounds. A significant amount of walking and standing is necessary in carrying out the job duties. The ability to talk and hear is desired.

WORKING CONDITIONS

Hotel clerks spend the majority of their working time inside.

GENERAL EDUCATION DEVELOPMENT

Reasoning: Room clerks must have the ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. They must deal with problems involving a few concrete variables in or from standardized situations.

Mathematics: Room clerks must make arithmetic calculations involving fractions, decimals and percentages. The ability to add, subtract, multiply and divide is necessary.

Language: Room clerks should have the ability to file, post and mail items such as forms, checks, receipts and bills. They should also be able to copy data from one record to another and fill in report forms. They should have the ability to interview guests to obtain necessary information and be prepared to guide people through the hotel.

SPECIFIC VOCATIONAL PREPARATION

Training time should be over three months up to and including six months.

APTITUDES:

Intelligence: medium degree
Verbal: medium degree
Numerical: medium degree
Spatial: low degree
Form Perception: low degree
Clerical Perception: medium degree
Motor Coordination: low degree
Finger Dexterity: medium degree
Manual Dexterity: low degree
Eye-Hand-Foot Coordination: negligible degree
Color Discrimination: low degree

INTERESTS

Persons desiring to become hotel clerks should have a preference for activities involving business contact with people. They should also have a preference for activities of a routine, concrete and organized nature.

TEMPERAMENTS

Persons desiring to become hotel clerks should be able to adapt to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure. Additionally, they should be able to adapt to dealing with people beyond giving and receiving instructions.

*Field, Tim. *The Classification of Jobs According to Worker Trait Factors*, 1982.

PACKAGER, HAND (PACKER)
920,587-018*

DATA, PEOPLE, THINGS

Persons desiring to become hand packagers must have the ability to transcribe, enter and post data. They should be able to take instructions, help others, use body members, handtools and/or special devices to work, move or carry objects or materials. This job involves little or no latitude for judgment with regard to attainment of standards or in selecting appropriate tools, objects or materials.

PHYSICAL DEMANDS

Hand packagers have a medium work load. They must have the capacity to lift up to 50 pounds maximum and frequently lift and/or carry objects weighing 25 pounds. They must be able to reach, handle, finger and/or feel.

WORKING CONDITIONS

Hand packagers spend the majority of their working time inside.

GENERAL EDUCATION DEVELOPMENT

Reasoning: Hand packagers must have the ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. They must deal with problems involving a few concrete variables in or from standardized situations.

Mathematics: Hand packagers must perform simple addition and subtraction, reading and copying figures, or counting and recording items.

Language: Hand packagers must learn job duties from oral instructions or demonstration. They must have the ability to identify information, such as name and address of customer, weight, number or type of product, on tags or slips. Additionally, hand packagers must request orally, or in writing, such supplies as work materials.

SPECIFIC VOCATIONAL PREPARATION

Training time should be anything beyond short demonstration up to and including 30 days.

APTITUDES

Intelligence: low degree
Verbal: low degree
Numerical: low degree
Spatial: low degree
Form Perception: low degree
Clerical Perception: low degree
Motor Coordination: medium degree
Finger Dexterity: medium degree
Manual Dexterity: medium degree
Eye-Hand-Foot Coordination: negligible degree
Color Discrimination: negligible degree

INTERESTS

Persons desiring to become hand packagers should have a preference for activities dealing with things and objects. They should also have a preference for activities of a routine, concrete and organized nature.

TEMPERAMENTS

Persons desiring to become hand packagers should be able to adapt to performing repetitive work, or to performing continuously the same work, according to set procedures, sequence or pace.

*Field, Tim. The Classification of Jobs According to Worker Trait Factors, 1982.

LABORER, STORES (MARKER)
922.687-058*

DATA, PEOPLE, THINGS

Persons desiring to become store laborers must have the ability to judge the readily observable functional, structural or compositional characteristics of data, people or things. They must be able to take instructions and help others. They must be able to use body members, handtools and/or special devices to work, move or carry objects or materials.

PHYSICAL DEMANDS

Store laborers have a medium work load. They must have the capacity to lift 50 pounds maximum and frequently lift and/or carry objects weighing up to 25 pounds. They must be able to reach, handle, finger and/or feel.

WORKING CONDITIONS

Store laborers spend the majority of their working time inside.

GENERAL EDUCATION DEVELOPMENT

Reasoning: Store laborers must have the ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. They must deal with problems involving a few concrete variables in or from standardized situations.

Mathematics: Store laborers must make arithmetic calculations involving fractions, decimals and percentages. The ability to add, subtract, multiply and divide is necessary.

Language: Store laborers should have the ability to file, post and mail items such as forms, checks, receipts and bills. They should also be able to copy data from one record to another and fill in report forms.

SPECIFIC VOCATIONAL PREPARATION

Training time should be anything beyond short demonstration up to and including 30 days.

APTITUDES

Intelligence: low degree
Verbal: low degree
Numerical: low degree
Spatial: low degree
Form Perception: low degree
Clerical Perception: low degree
Motor Coordination: low degree
Finger Dexterity: low degree
Manual Dexterity: medium degree
Eye-Hand-Foot Coordination: low degree
Color Discrimination: low degree

INTERESTS

Persons desiring to become store laborers should have a preference for activities dealing with things and objects. They should also have a preference for activities of a routine, concrete and organized nature.

TEMPERAMENTS

Persons desiring to become store laborers should be able to adapt to performing repetitive work, or to performing continuously the same work, according to set procedures, sequence or pace.

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*Field, Tim. The Classification of Jobs According to Worker Trait Factors, 1982.

MATERIAL HANDLER (MATERIAL HANDLER)
929.687-030*

DATA, PEOPLE, THINGS

Persons desiring to become material handlers must have the ability to judge the readily observable functional, structural or compositional characteristics of data, people or things. They must be able to take instructions and help others. They must be able to use body members, handtools and/or special devices to work, move or carry objects or materials.

PHYSICAL DEMANDS

Material handlers have a very heavy work load. They must have the capacity to lift objects in excess of 100 pounds and frequently lift and/or carry objects weighing 50 pounds or more.

WORKING CONDITIONS

Material handlers work equal amounts of their time inside and out side. Additionally, they must contend with extremes of cold and heat, temperature changes, wet, humidity, noise, vibrations, hazards, fumes, odors, toxic conditions, dust and poor ventilation.

GENERAL EDUCATION DEVELOPMENT

Reasoning: Material handlers must have the ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. They must deal with problems involving a few concrete variables in or from standardized situations.

Mathematics: Material handlers must perform simple addition and subtraction, read and copy figures and count and record items.

Language: Material handlers must learn job duties from oral instructions or demonstration. They must have the ability to identify information, such as name and address of customer, weight, number or type of product, on tags or slips. Additionally, material handlers must request orally, or in writing, such supplies as work materials.

SPECIAL VOCATIONAL PREPARATION

Training time should be over 30 days up to and including three months.

APTITUDES

Intelligence: low degree
Verbal: low degree
Numerical: low degree
Spatial: low degree
Form Perception: low degree
Clerical Perception: low degree

Motor Coordination: low degree
Finger Dexterity: low degree
Manual Dexterity: low degree
Eye-Hand-Foot Coordination: low degree
Color Discrimination: low degree

INTERESTS

Persons desiring to become material handlers should have a preference for activities dealing with things and objects. They should also have a preference for activities of a routine, concrete and organized nature.

TEMPERAMENTS

Persons desiring to become material handlers should be able to adapt to performing repetitive work, or to performing continuously the same work, according to set procedures, sequence or pace.

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*Field, Tim. The Classification of Jobs According to Worker Trait Factors, 1982.

LABORER, STORES (ORDER SELECTOR)
922.687-058*

DATA, PEOPLE, THINGS

Persons desiring to become store laborers must have the ability to judge the readily observable functional, structural or compositional characteristics of data, people or things. They must be able to take instructions and help others. They must be able to use body members, handtools and/or special devices to work, move or carry objects or materials.

PHYSICAL DEMANDS

Store laborers have a medium work load. They must have the capacity to lift 50 pounds maximum and frequently lift and/or carry objects weighing up to 25 pounds. They must be able to reach, handle, finger and/or feel.

WORKING CONDITIONS

Store laborers spend the majority of their working time inside.

GENERAL EDUCATION DEVELOPMENT

Reasoning: Store laborers must have the ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. They must deal with problems involving a few concrete variables in or from standardized situations.

Mathematics: Store laborers must make arithmetic calculations involving fractions, decimals and percentages. The ability to add, subtract, multiply and divide is necessary.

Language: Store laborers should have the ability to file, post and mail items such as forms, checks, receipts and bills. They should also be able to copy data from one record to another and fill in report forms.

SPECIFIC VOCATIONAL PREPARATION

Training time should be anything beyond short demonstration up to and including 30 days.

APTITUDES

Intelligence: low degree
Verbal: low degree
Numerical: low degree
Spatial: low degree
Form Perception: low degree
Clerical Perception: low degree
Motor Coordination: low degree
Finger Dexterity: low degree
Manual Dexterity: medium degree
Eye-Hand-Foot Coordination: low degree
Color Discrimination: low degree

INTERESTS

Persons desiring to become store laborers should have a preference for activities dealing with things and objects. They should also have a preference for activities of a routine, concrete and organized nature.

TEMPERAMENTS

Persons desiring to become store laborers should be able to adapt to performing repetitive work, or to performing continuously the same work, according to set procedures, sequence or pace.

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*Field, Tim. The Classification of Jobs According to Worker Trait Factors, 1982.

LABORER, STORES (STOCKPERSON)
922.687-058*

DATA, PEOPLE, THINGS

Persons desiring to become store laborers must have the ability to judge the readily observable functional, structural or compositional characteristics of data, people or things. They must be able to take instructions and help others. They must be able to use body members, handtools and/or special devices to work, move or carry objects or materials.

PHYSICAL DEMANDS

Store laborers have a medium work load. They must have the capacity to lift 50 pounds maximum and frequently lift and/or carry objects weighing up to 25 pounds. They must be able to reach, handle, finger and/or feel.

WORKING CONDITIONS

Store laborers spend the majority of their working time inside.

GENERAL EDUCATION DEVELOPMENT

Reasoning: Store laborers must have the ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. They must deal with problems involving a few concrete variables in or from standardized situations.

Mathematics: Store laborers must make arithmetic calculations involving fractions, decimals and percentages. The ability to add, subtract, multiply and divide is necessary.

Language: Store laborers should have the ability to file, post and mail items such as forms, checks, receipts and bills. They should also be able to copy data from one record to another and fill in report forms.

SPECIFIC VOCATIONAL PREPARATION

Training time should be anything beyond short demonstration up to and including 30 days.

APTITUDES

Intelligence: low degree
Verbal: low degree
Numerical: low degree
Spatial: low degree
Form Perception: low degree
Clerical Perception: low degree
Motor Coordination: low degree
Finger Dexterity: low degree
Manual Dexterity: medium degree
Eye-Hand-Foot Coordination: low degree
Color Discrimination: low degree

INTERESTS

Persons desiring to become store laborers should have a preference for activities dealing with things and objects. They should also have a preference for activities of a routine, concrete and organized nature.

TEMPERAMENTS

Persons desiring to become store laborers should be able to adapt to performing repetitive work, or to performing continuously the same work, according to set procedures, sequence or pace.

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*Field, Tim. The Classification of Jobs According to Worker Trait Factors, 1982.

SHIPPING AND RECEIVING CLERK (SHIPPING AND RECEIVING CLERK)
222.387-050*

DATA, PEOPLE, THINGS

Persons desiring to become shipping and receiving clerks must have the ability to gather, collate or classify information about data, people or things. They must be able to take instructions and help others. They must be able to use body members, handtools and/or special devices to work, move or carry objects or materials. This job requires little or no judgment with regard to attainment of standards or in selecting appropriate tools, objects or materials.

PHYSICAL DEMANDS

Shipping and receiving clerks have a medium work load. They must have the capacity to lift 50 pounds maximum and frequently lift and/or carry objects weighing up to 25 pounds. They must be able to reach, handle, finger, feel and obtain impressions, through the eyes, of the shape, size, distance, motion, color or other characteristics of objects.

WORKING CONDITIONS

Shipping and receiving clerks spend the majority of their working time inside.

GENERAL EDUCATION DEVELOPMENT

Reasoning: Shipping and receiving clerks must have the ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. They must deal with problems involving a few concrete variables in or from standardized situations.

Mathematics: Shipping and receiving clerks must make arithmetic calculations involving fractions, decimals and percentages. The ability to add, subtract, multiply and divide is necessary.

Language: Shipping and receiving clerks should have the ability to file, post and mail items such as forms, checks, receipts and bills. They should also be able to copy data from one record to another and fill in report forms.

SPECIFIC VOCATIONAL PREPARATION

Training time should be over six months up to and including one year.

APTITUDES

Intelligence: medium degree
Verbal: medium degree
Numerical: medium degree
Spatial: medium degree
Form Perception: medium degree
Clerical Perception: medium degree
Motor Coordination: low degree
Finger Dexterity: low degree
Manual Dexterity: medium degree
Eye-Hand-Foot Coordination: negligible degree
Color Discrimination: negligible degree

INTERESTS

Persons desiring to become shipping and receiving clerks should have a preference for activities dealing with things and objects. They should also have a preference for activities of a routine, concrete and organized nature. They should prefer activities that are carried on in relation to processes, machines and techniques.

TEMPERAMENTS

Persons desiring to become shipping and receiving clerks should be able to adapt to making generalizations, evaluations or decisions based on measurable or verifiable criteria. They should be able to adapt to situations requiring the precise attainment of set limits, tolerances or standards. Additionally, they should be able to adapt to performing a variety of duties, often changing from one task to another or a different nature without loss of efficiency or composure.

*Field, Tim. The Classification of Jobs According to Worker Trait Factors, 1982.

SALESPERSON, GENERAL MERCHANDISE (SALESCLERK, SALES ASSISTANT)

279.357-054*

DATA, PEOPLE, THINGS

Persons desiring to become general merchandise salespersons must have the ability to gather, collate or classify information about data, people or things. They must be able to influence others in favor of a product, service or point of view. In some situations, they must use body members, handtools and/or special devices to work, move or carry objects or materials.

PHYSICAL DEMANDS

General merchandise salespersons have a light work load. They must have the capacity to lift 20 pounds maximum and frequently lift and/or carry objects weighing up to 10 pounds. This job requires walking or standing to a significant degree. Additionally, they must be able to reach, handle, finger, feel, talk and/or hear.

WORKING CONDITIONS

General merchandise salespersons spend the majority of their working time inside.

GENERAL EDUCATION DEVELOPMENT

Reasoning: General merchandise salespersons must have the ability to apply principles of rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. They must be able to interpret a variety of instructions furnished in written, oral, diagrammatic or schedule form.

Mathematics: General merchandise salespersons must have the ability to make arithmetic calculations involving fractions, decimals and percentages. They must be able to add, subtract, multiply and divide.

Language: General merchandise salespersons must have the ability to interview job applicants, file, post and mail such material as forms, checks, receipts and bills. They must be able to copy data from one record to another and fill in report forms.

SPECIFIC VOCATIONAL PREPARATION

Training time should be over three months up to and including six months.

APTITUDES

Intelligence: medium degree
Verbal: medium degree
Numerical: medium degree
Spatial: low degree
Form Perception: low degree
Clerical Perception: medium degree
Motor Coordination: medium degree

Finger Dexterity: medium degree
Manual Dexterity: medium degree
Eye-Hand-Foot Coordination: negligible degree
Color Discrimination: low degree

INTERESTS

Persons desiring to become general merchandise salespersons should have a preference for activities concerned with the communication of data. They should also have a preference for activities involving business contact with people.

TEMPERAMENTS

Persons desiring to become general merchandise salespersons should be able to adapt to influencing people in their opinions, attitudes or judgments about ideas or things. They must be able to adapt to making generalizations, evaluations or decisions based on sensory or judgmental criteria. Additionally, they must be able to deal with people beyond giving and receiving instructions.

*Field, Tim. *The Classifications of Jobs According to Worker Trait Factors*, 1982.

STOCK CLERK (STOCKPERSON)
222.387-058*

DATA, PEOPLE, THINGS

Persons desiring to become stock clerks must have the ability to gather, collate or classify information about data, people or things. They must be able to take instructions and help others. Additionally, they must be able to use body members, handtools and/or special devices to work, move or carry objects or materials. This job requires little or no latitude for judgment with regard to attainment of standards in selecting appropriate tools, objectives or materials.

PHYSICAL DEMANDS

Stock clerks have a heavy work load. They must have the capacity to lift 100 pounds maximum and frequently lift and/or carry objects weighing up to 50 pounds. They must be able to stoop, kneel, crouch, crawl, reach, handle, finger and/or feel.

WORKING CONDITIONS

Stock clerks spend the majority of their working time inside.

GENERAL EDUCATION DEVELOPMENT

Reasoning: Stock clerks must have the ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. They must deal with problems involving a few concrete variables in or from standardized situations.

Mathematics: Stock clerks must make arithmetic calculations involving fractions, decimals and percentages. The ability to add, subtract, multiply and divide is necessary.

Language: Stock clerks should have the ability to file, post and mail items such as forms, checks, receipts and bills. They should be able to copy data from one record to another and fill in report forms.

SPECIFIC VOCATIONAL PREPARATION

Training time should be over three months up to and including six months.

APTITUDES

Intelligence: medium degree
Verbal: medium degree
Numerical: medium degree
Spatial: medium degree
Form Perception: medium degree
Clerical Perception: high degree
Motor Coordination: low degree

Finger Dexterity: low degree
Manual Dexterity: medium degree
Eye-Hand-Foot Coordination: negligible degree
Color Discrimination: low degree

INTERESTS

Persons desiring to become stock clerks should have a preference for activities dealing with things and objects. They should have a preference for activities of a routine, concrete and organized nature. Additionally, they should have a preference for activities that are carried on in relation to processes, machines and techniques.

TEMPERAMENTS

Persons desiring to become stock clerks should be able to adapt to making generalizations, evaluations or decisions based on measurable or verifiable criteria. They must also be able to adapt to situations requiring the precise attainment of set limits, tolerances or standards.

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*Field, Tim. *The Classification of Jobs According to Worker Trait Factors*, 1982.

SHIPPING AND RECEIVING CLERK (SHIPPING AND RECEIVING CLERK)
222.387-050*

DATA, PEOPLE, THINGS

Persons desiring to become shipping and receiving clerks must have the ability to gather, collate or classify information about data, people or things. They must be able to take instructions and help others. They must be able to use body members, handtools and/or special devices to work, move or carry objects or materials. This job requires little or no judgment with regard to attainment of standards or in selecting appropriate tools, objects or materials.

PHYSICAL DEMANDS

Shipping and receiving clerks have a medium work load. They must have the capacity to lift 50 pounds maximum and frequently lift and/or carry objects weighing up to 25 pounds. They must be able to reach, handle, finger, feel and obtain impressions, through the eyes, of the shape, size, distance, motion, color or other characteristics of objects.

WORKING CONDITIONS

Shipping and receiving clerks spend the majority of their working time inside.

GENERAL EDUCATION DEVELOPMENT

Reasoning: Shipping and receiving clerks must have the ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. They must deal with problems involving a few concrete variables in or from standardized situations.

Mathematics: Shipping and receiving clerks must make arithmetic calculations involving fractions, decimals and percentages. The ability to add, subtract, multiply and divide is necessary.

Language: Shipping and receiving clerks should have the ability to file, post and mail items such as forms, checks, receipts and bills. They should also be able to copy data from one record to another and fill in report forms.

SPECIFIC VOCATIONAL PREPARATION

Training time should be over six months up to and including one year.

APTITUDES

Intelligence: medium degree
Verbal: medium degree
Numerical: medium degree
Spatial: medium degree
Form Perception: medium degree
Clerical Perception: medium degree
Motor Coordination: low degree
Finger Dexterity: low degree
Manual Dexterity: medium degree
Eye-Hand-Foot Coordination: negligible degree
Color Discrimination: negligible degree

INTERESTS

Persons desiring to become shipping and receiving clerks should have a preference for activities dealing with things and objects. They should also have a preference for activities of a routine, concrete and organized nature. They should prefer activities that are carried on in relation to processes, machines and techniques.

TEMPERAMENTS

Persons desiring to become shipping and receiving clerks should be able to adapt to making generalizations, evaluations or decisions based on measurable or verifiable criteria. They should be able to adapt to situations requiring the precise attainment of set limits, tolerances or standards. Additionally, they should be able to adapt to performing a variety of duties, often changing from one task to another or a different nature without loss of efficiency or composure.

*Field, Tim. The Classification of Jobs According to Worker Trait Factors, 1982.

MARKER (MARKER)
209.587-034*

DATA, PEOPLE, THINGS

Persons desiring to become markers must have the ability to transcribe, enter or post data. They must be able to take instructions and help others. They must be able to use body members, handtools and/or special devices to work, move or carry objects or materials. This job requires little or no latitude for judgment with regard to attainment of standards or in selecting appropriate tools, objects or materials.

PHYSICAL DEMANDS

Markers have a light work load. They must have the capacity to lift 20 pounds maximum and frequently lift and/or carry objects weighing up to 10 pounds. This job requires walking or standing to a significant degree. Additionally, they must be able to reach, handle, finger, feel and obtain impressions, through the eyes, of the shape, size, distance, motion, color or other characteristics of objects.

WORKING CONDITIONS

Markers spend the majority of their working time inside.

GENERAL EDUCATION DEVELOPMENT

Reasoning: Markers must have the ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. They must deal with problems involving a few concrete variables in or from standardized situations.

Mathematics: Markers must perform simple addition and subtraction, read and copy figures or count and record items.

Language: Markers should have the ability to learn job duties from oral instructions or demonstration. They must be able to write identifying information, such as name and address or customer, weight, number or type of product on tags or slips.

SPECIFIC VOCATIONAL PREPARATION

Training time should be anything beyond short demonstration up to and including 30 days.

APTITUDES

Intelligence: low degree
Verbal: low degree
Numerical: low degree
Spatial: low degree
Form Perception: low degree
Clerical Perception: medium degree
Motor Coordination: low degree
Finger Dexterity: medium degree
Manual Dexterity: low degree
Eye-Hand-Foot Coordination: negligible degree
Color Discrimination: negligible degree

INTERESTS

Persons desiring to become markers should have a preference for activities dealing with things and objects. They must have a preference for activities of a routine, concrete and organized nature.

TEMPERAMENTS

Persons desiring to become markers should be able to adapt to performing repetitive work, or to performing continuously the same work, according to set procedures, sequence or pace. Additionally, they must be able to influence people in their opinions, attitudes or judgments about ideas or things.

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*Field, Tim. The Classification of Jobs According to Worker Trait Factors, 1982.

CASHIER II (CASHIER)
211.462-010*

DATA, PEOPLE, THINGS

Persons desiring to become cashiers must have the ability to perform arithmetic operations. They must talk with and/or signal people to convey or exchange information such as giving assignments and/or directions to helpers or assistants. They must be able to start, stop, control and adjust the progress of equipment related to their job.

PHYSICAL DEMANDS

Cashiers have a sedentary work load. They must have the capacity to lift 10 pounds maximum and occasionally lift and/or carry such articles as ledgers. Although much of the work involves sitting, a certain amount of walking and standing is often necessary in carrying out job duties. The ability to reach, handle, finger, feel, talk, hear and see is advantageous.

WORKING CONDITIONS

Cashiers spend the majority of their working time inside.

GENERAL EDUCATION DEVELOPMENT

Reasoning: Cashiers must have the ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. They must deal with problems involving a few concrete variables in or from standardized situations.

Mathematics: Cashiers must make arithmetic calculations involving fractions, decimals and percentages. The ability to add, subtract, multiply and divide is necessary.

Language: Cashiers should have the ability to file, post and mail items such as forms, checks, receipts and bills. They should also be able to transfer information and fill in report forms when necessary.

SPECIFIC VOCATIONAL PREPARATION

Training time should be over 30 days up to and including three months.

APTITUDES

Intelligence: medium degree
Verbal: medium degree
Numerical: medium degree
Spatial: low degree
Form Perception: low degree
Clerical Perception: medium degree
Motor Coordination: medium degree
Finger Dexterity: medium degree
Manual Dexterity: medium degree
Eye-Hand-Foot Coordination: medium degree
Color Discrimination: negligible degree

INTERESTS

Persons desiring to become cashiers should have a preference for activities involving business contact with people. They should also have a preference for activities of a routine, concrete and organized nature.

TEMPERAMENTS

Persons desiring to become cashiers should be able to adapt to dealing with people beyond giving and receiving instructions. They should also be able to adapt to situations requiring the precise attainment of set limits, tolerances or standards.

*Field, Tim. The Classification of Jobs According to Worker Trait Factors, 1982.

DISPLAYER, MERCHANDISE (DISPLAY HELPER)
298.081-010*

DATA, PEOPLE, THINGS

Persons desiring to become merchandise displayers must have the ability to integrate analyses of data to discover facts and/or develop knowledge concepts or interpretations. They must be able to take instructions and help others. They must be able to use body members, handtools and/or special devices to work, move or carry objects or materials.

PHYSICAL DEMANDS

Merchandise displayers have a medium work load. They must have the capacity to lift 50 pounds maximum and frequently lift and/or carry objects weighing up to 25 pounds. They must be able to stoop, kneel, crouch and/or crawl. Additionally, they must be able to reach, handle finger, feel and obtain impressions, through eyes, of the shape, size, distance, motion, color or other characteristics of objects.

WORKING CONDITIONS

Merchandise displayers spend the majority of their working time inside.

GENERAL EDUCATION DEVELOPMENT

Reasoning: Merchandise displayers must have the ability to apply principles or rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. They must be able to interpret a variety of instructions furnished in written, oral, diagrammatic or schedule form.

Mathematics: Merchandise displayers must have the ability to make arithmetic calculations involving fractions, decimals and percentages. They must be able to use arithmetic to add, subtract, multiply and divide numbers.

Language: Merchandise displayers must have the ability to file, post and mail such material as forms, checks, receipts and bills. They must be able to copy data from one record to another and fill in report forms.

SPECIFIC VOCATIONAL PREPARATION

Training time should be over six months up to and including one year.

APTITUDES

Intelligence: high degree
Verbal: medium degree
Numerical: medium degree
Spatial: high degree
Form Perception: high degree
Clerical Perception: low degree
Motor Coordination: low degree
Finger Dexterity: low degree
Manual Dexterity: medium degree
Eye-Hand-Foot Coordination: low degree
Color Discrimination: high degree

INTERESTS

Persons desiring to become merchandise displayers should have a preference for activities dealing with things and objects. They should have a preference for activities of an abstract and creative nature. Additionally, they should have a preference for activities resulting in tangible, productive satisfaction.

TEMPERAMENTS

Persons desiring to become merchandise displayers should be able to adapt to situations involving the interpretation of feeling, ideas or facts in terms of personal viewpoint. They should be able to adapt to influencing people in their opinions, attitudes or judgments about ideas or things. Additionally, they must adapt to making generalizations, evaluations or decisions based on sensory or judgmental criteria.

*Field, Tim. The Classification of Jobs According to Worker Trait Factors, 1982.

STOCK CLERK (STOCKPERSON)
222.387-058*

DATA, PEOPLE, THINGS

Persons desiring to become stock clerks must have the ability to gather, collate or classify information about data, people or things. They must be able to take instructions and help others. Additionally, they must be able to use body members, handtools and/or special devices to work, move or carry objects or materials. This job requires little or no latitude for judgment with regard to attainment of standards in selecting appropriate tools, objectives or materials.

PHYSICAL DEMANDS

Stock clerks have a heavy work load. They must have the capacity to lift 100 pounds maximum and frequently lift and/or carry objects weighing up to 50 pounds. They must be able to stoop, kneel, crouch, crawl, reach, handle, finger and/or feel.

WORKING CONDITIONS

Stock clerks spend the majority of their working time inside.

GENERAL EDUCATION DEVELOPMENT

Reasoning: Stock clerks must have the ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. They must deal with problems involving a few concrete variables in or from standardized situations.

Mathematics: Stock clerks must make arithmetic calculations involving fractions, decimals and percentages. The ability to add, subtract, multiply and divide is necessary.

Language: Stock clerks should have the ability to file, post and mail items such as forms, checks, receipts and bills. They should be able to copy data from one record to another and fill in report forms.

SPECIFIC VOCATIONAL PREPARATION

Training time should be over three months up to and including six months.

APTITUDES

Intelligence: medium degree
Verbal: medium degree
Numerical: medium degree
Spatial: medium degree
Form Perception: medium degree
Clerical Perception: high degree
Motor Coordination: low degree

Finger Dexterity: low degree
Manual Dexterity: medium degree
Eye-Hand-Foot Coordination: negligible degree
Color Discrimination: low degree

INTERESTS

Persons desiring to become stock clerks should have a preference for activities dealing with things and objects. They should have a preference for activities of a routine, concrete and organized nature. Additionally, they should have a preference for activities that are carried on in relation to processes, machines and techniques.

TEMPERAMENTS

Persons desiring to become stock clerks should be able to adapt to making generalizations, evaluations or decisions based on measurable or verifiable criteria. They must also be able to adapt to situations requiring the precise attainment of set limits, tolerances or standards.

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*Field, Tim. The Classification of Jobs According to Worker Trait Factors, 1982.

MARKER (MARKER)
209.587-034*

DATA, PEOPLE, THINGS

Persons desiring to become markers must have the ability to transcribe, enter or post data. They must be able to take instructions and help others. They must be able to use body members, handtools and/or special devices to work, move or carry objects or materials. This job requires little or no latitude for judgment with regard to attainment of standards or in selecting appropriate tools, objects or materials.

PHYSICAL DEMANDS

Markers have a light work load. They must have the capacity to lift 20 pounds maximum and frequently lift and/or carry objects weighing up to 10 pounds. This job requires walking or standing to a significant degree. Additionally, they must be able to reach, handle, finger, feel and obtain impressions, through the eyes, of the shape, size, distance, motion, color or other characteristics of objects.

WORKING CONDITIONS

Markers spend the majority of their working time inside.

GENERAL EDUCATION DEVELOPMENT

Reasoning: Markers must have the ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. They must deal with problems involving a few concrete variables in or from standardized situations.

Mathematics: Markers must perform simple addition and subtraction, read and copy figures or count and record time.

Language: Markers should have the ability to learn job duties from oral instructions or demonstration. They must be able to write identifying information, such as name and address or customer, weight, number or type of product on tags or slips.

SPECIFIC VOCATIONAL PREPARATION

Training time should be anything beyond short demonstration up to and including 30 days.

APTITUDES

Intelligence: low degree
Verbal: low degree
Numerical: low degree
Spatial: low degree
Form Perception: low degree
Clerical Perception: medium degree
Motor Coordination: low degree
Finger Dexterity: medium degree
Manual Dexterity: low degree
Eye-Hand-Foot Coordination: negligible degree
Color Discrimination: negligible degree

INTERESTS

Persons desiring to become markers should have a preference for activities dealing with things and objects. They must have a preference for activities of a routine, concrete and organized nature.

TEMPERAMENTS

Persons desiring to become markers should be able to adapt to performing repetitive work, or to performing continuously the same work, according to set procedures, sequence or pace. Additionally, they must be able to influence people in their opinions, attitudes or judgments about ideas or things.

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*Field, Tim. The Classification of Jobs According to Worker Trait Factors, 1982.

SHIPPING AND RECEIVING CLERK (SHIPPING AND RECEIVING CLERK)
222.387-050*

DATA, PEOPLE, THINGS

Persons desiring to become shipping and receiving clerks must have the ability to gather, collate or classify information about data, people or things. They must be able to take instructions and help others. They must be able to use body members, handtools and/or special devices to work, move or carry objects or materials. This job requires little or no judgment with regard to attainment of standards or in selecting appropriate tools, objects or materials.

PHYSICAL DEMANDS

Shipping and receiving clerks have a medium work load. They must have the capacity to lift 50 pounds maximum and frequently lift and/or carry objects weighing up to 25 pounds. They must be able to reach, handle, finger, feel and obtain impressions, through the eyes, of the shape, size, distance, motion, color or other characteristics of objects.

WORKING CONDITIONS

Shipping and receiving clerks spend the majority of their working time inside.

GENERAL EDUCATION DEVELOPMENT

Reasoning: Shipping and receiving clerks must have the ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. They must deal with problems involving a few concrete variables in or from standardized situations.

Mathematics: Shipping and receiving clerks must make arithmetic calculations involving fractions, decimals and percentages. The ability to add, subtract, multiply and divide is necessary.

Language: Shipping and receiving clerks should have the ability to file, post and mail items such as forms, checks, receipts and bills. They should also be able to copy data from one record to another and fill in report forms.

SPECIFIC VOCATIONAL PREPARATION

Training time should be over six months up to and including one year.

APTITUDES

Intelligence: medium degree
Verbal: medium degree
Numerical: medium degree
Spatial: medium degree
Form Perception: medium degree
Clerical Perception: medium degree
Motor Coordination: low degree
Finger Dexterity: low degree
Manual Dexterity: medium degree
Eye-Hand-Foot Coordination: negligible degree
Color Discrimination: negligible degree

INTERESTS

Persons desiring to become shipping and receiving clerks should have a preference for activities dealing with things and objects. They should also have a preference for activities of a routine, concrete and organized nature. They should prefer activities that are carried on in relation to processes, machines and techniques.

TEMPERAMENTS

Persons desiring to become shipping and receiving clerks should be able to adapt to making generalizations, evaluations or decisions based on measurable or verifiable criteria. They should be able to adapt to situations requiring the precise attainment of set limits, tolerances or standards. Additionally, they should be able to adapt to performing a variety of duties, often changing from one task to another or a different nature without loss of efficiency or composure.

*Field, Tim. The Classification of Jobs According to Worker Trait Factors, 1982.

SALESPERSON, WOMEN'S APPAREL AND ACCESSORIES (SALES ASSISTANT/SALESCLERK)
261.357-066*

DATA, PEOPLE, THINGS

Persons desiring to become women's apparel and accessories salespersons must have the ability to gather, collate or classify information about data, people or things. They must be able to influence others in favor of a product, service or point of view. Occasionally, they must be able to use body members, handtools and/or special devices to work, move or carry objects or materials.

PHYSICAL DEMANDS

Women's apparel and accessories salespersons have a light work load. They must have the capacity to lift 20 pounds maximum and frequently lift and/or carry objects weighing up to 10 pounds. A certain amount of walking and standing is required for this job. They must have the ability to reach, handle, finger, feel, talk, hear and perceive, by the eye, shape, size, distance, motion, color or other characteristics of objects.

WORKING CONDITIONS

Women's apparel and accessories salespersons spend the majority of their working time inside.

GENERAL EDUCATION DEVELOPMENT

Reasoning: Women's apparel and accessories salespersons must have the ability to apply principles of rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. They must also have the ability to interpret a variety of instructions furnished in written, oral, diagrammatic or schedule form.

Mathematics: Women's apparel and accessories salespersons must have the ability to make arithmetic calculations involving frations, decimals and percentages. The ability to add, subtract, multiply and divide is necessary.

Language: Women's apparel and accessories salespersons must have the ability to file, post and mail items such as forms, checks, receipts and bills. They should also be able to transfer information and fill in report forms when necessary.

SPECIFIC VOCATIONAL PREPARATION

Training time should be over 30 days up to and including three months.

APTITUDES

Intelligence: medium degree
Verbal: medium degree
Numerical: medium degree
Spatial: medium degree
Form Perception: medium degree
Clerical Perception: low degree
Motor Coordination: medium degree
Finger Dexterity: medium degree
Manual Dexterity: medium degree
Eye-Hand-Foot Coordination: negligible degree
Color Discrimination: medium degree

INTERESTS

Persons desiring to become women's apparel and accessories salespersons should have a preference for activities concerned with the communication of data. They additionally should have a preference for activities involving business contact with people.

TEMPERAMENTS

Persons desiring to become women's apparel and accessories salespersons should be able to adapt to influencing people in their opinions, attitudes or judgments about ideas or things. They must be able to make generalizations, evaluations or decisions based on sensory or judgmental criteria. Additionally, they must be able to deal with people beyond giving and receiving instructions.

*Field, Tim. _The Classification of Jobs According to Work Trait Factors_, 1982.

SALES ATTENDANT (DRESSING ROOM ATTENDANT)

299.677-010*

DATA, PEOPLE, THINGS

Persons desiring to become sales attendants should have the ability to judge the readily observable functional, structural or compositional characteristics of data, people or things. They must be able to attend to the needs or requests of people or animals of the expressed or implicit wishes of people. Additionally, they must use body members, handtools and/or special devices to work, move or carry objects or materials.

PHYSICAL DEMANDS

Sales attendants have a medium work load. They must have the capacity to lift 50 pounds maximum and frequently lift and/or carry objects weighing up to 25 pounds. They must be able to stoop, kneel, crouch and/or crawl. Additionally, they must be able to reach, handle, finger and/or feel and talk and/or hear.

WORKING CONDITIONS

Sales attendants spend the majority of their working time inside.

GENERAL EDUCATION DEVELOPMENT

Reasoning: Sales attendants must have the ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. They must also deal with problems involving a few concrete variables in or from standardized situations.

Mathematics: Sales attendants must have the ability to perform simple addition and subtraction, read and copy figures and count and record items.

Language: Sales attendants must have the ability to file, post and mail items such as forms, checks, receipts and bills. They should be able to copy data from one record to another and fill in report forms.

SPECIFIC VOCATIONAL PREPARATION

Training time should be anything beyond short demonstration up to and including 30 days.

APTITUDES

Intelligence: medium degree
Verbal: low degree
Numerical: low degree
Spatial: low degree
Form Perception: low degree
Clerical Perception: low degree
Motor Coordination: low degree

Finger Deterity: low degree
Manual Dexterity: medium degree
Eye-Hand-Foot Coordination: negligible degree
Color Discrimination: medium degree

INTERESTS

Persons desiring to become sales attendants should have a preference for activities dealing with things and objects. They should have a preference for activities involving business contact with people. Additionally, they should have a preference for activities of a routine, concrete and organized nature.

TEMPERAMENTS

Persons desiring to become sales attendants should be able to adapt to dealing with people beyond giving and receiving instructions.

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*Field, Tim. The Classification of Jobs According to Worker Trait Factors, 1982.

DISPLAYER, MERCHANDISE (DISPLAY HELPER)
298.081-010*

DATA, PEOPLE, THINGS

Persons deriring to become merchandise displayers must have the ability to integrate analyses of data to discover facts and/or develop knowledge concepts or interpretations. They must be able to take instructions and help others. They must be able to use body members, handtools and/or special devices to work, move or carry objects or materials.

PHYSICAL DEMANDS

Merchandise displayers have a medium work load. They must have the capacity to lift 50 pounds maximum and frequently lift and/or carry objects weighing up to 25 pounds. They must be able to stoop, kneel, crouch and/or crawl. Additionally, they must be able to reach, handle, finger, feel and obtain impressions, through eyes, of the shape, size, distance, motion, color or other characteristics of objects.

WORKING CONDITIONS

Merchandise displayers spend the majority of their working time inside.

GENERAL EDUCATION DEVELOPMENT

Reasoning: Merchandise displayers must have the ability to apply principles or rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. They must be able to interpret a variety of instructions furnished in written, oral, diagrammatic or schedule form.

Mathematics: Merchandise displayers must have the ability to make arithmetic calculations involving fractions, decimals and percentages. They must be able to use arithmetic to add, subtract, multiply and divide numbers.

Language: Merchandise displayers must have the ability to file, post and mail such material as forms, checks, receipts and bills. They must be able to copy data from one record to another and fill in report forms.

SPECIFIC VOCATIONAL PREPARATION

Training time should be over six months up to and including one year.

APTITUDES

Intelligence: high degree
Verbal: medium degree
Numerical: medium degree
Spatial: high degree
Form Perception: high degree
Clerical Perception: low degree
Motor Coordination: low degree

Finger Dexterity: low degree
Manual Dexterity: medium degree
Eye-Hand-Foot Coordination: low degree
Color Discrimination: high degree

INTERESTS

Persons desiring to become merchandise displayers should have a preference for activities dealing with things and objects. They should have a preference for activities of an abstract and creative nature. Additionally, they should have a preference for activities resulting in tangible, productive satisfaction.

TEMPERAMENTS

Persons desiring to become merchandise displayers should be able to adapt to situations involving the interpretation of feeling, ideas or facts in terms of personal viewpoint. They should be able to adapt to influencing people in their opinions, attitudes or judgments about ideas or things. Additionally, they must adapt to making generalizations, evaluations or decisions based on sensory or judgmental criteria.

*Field, Tim. The Classification of Jobs According to Worker Trait Factors, 1982.

CASHIER-WRAPPER (CASHIER)
211.462-018*

DATA, PEOPLE, THINGS

Persons desiring to become cashier-wrappers should have the ability to perform arithmetic operations and report on and/or carry out a prescribed action in relation to them. They must be able to talk with and/or signal people to convey or exchange information including giving assignments and/or directions to helpers or assistants. Additionally, they must have the ability to start, stop, control and adjust the progress of machines or equipment. They must be able to set up and adjust machines as the work progresses.

PHYSICAL DEMANDS

Cashier-wrappers have a sedentary work load. They must have the capacity to lift 10 pounds maximum and occasionally lift and/or carry such articles as ledgers. Although much of the work involves sitting, a certain amount of walking and standing is often necessary in carrying out job duties. They must have the ability to reach, handle, finger and/or feel, talk and/or hear and perceive, through the eye, shape, size, distance, motion, color or other characteristics of objects.

WORKING CONDITIONS

Cashier-wrappers spend the majority of their working time inside.

GENERAL EDUCATION DEVELOPMENT

Reasoning: Cashier-wrappers must have the ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. They must also deal with problems involving a few concrete variables in or from standardized situations.

Mathematics: Cashier-wrappers must have the ability to make arithmetic calculations involving fractions, decimals and percentages. The ability to add, subtract, multiply and divide is necessary.

Language: Cashier-wrappers must have the ability to file, post and mail items such as forms, checks, receipts and bills. They should also be able to copy data from one record to another and fill in report forms.

SPECIFIC VOCATIONAL PREPARATION

Training time should be anything beyond short demonstration up to and including 30 days.

APTITUDES

Intelligence: medium degree
Verbal: medium degree
Numerical: medium degree
Spatial: low degree
Form Perception: low degree
Clerical Perception: low degree
Motor Coordination: medium degree
Finger Dexterity: medium degree
Manual Dexterity: medium degree
Eye-Hand-Foot Coordination: negligible degree
Color Discrimination: negligible degree

INTERESTS

Persons desiring to become cashier-wrappers should have a preference for activities involving business contact with people. Additionally, they should have a preference for activities of a routine, concrete and organized nature.

TEMPERAMENTS

Persons desiring to become cashier-wrappers should be able to adapt to dealing with people beyond giving and receiving instructions. They also must be able to adapt to situations requiring the precise attainment of set limits, tolerances or standards.

*Field, Tim. _The Classification of Jobs According to Worker Trait Factors_, 1982.

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[1] Sink, Jack M. and Field, Timothy F. Vocational Assessment Planning and Jobs. Athens, GA: VDARE Service Bureau, 1981.

[2] Field, Timothy F. and Field, Janet E. The Classification of Jobs According to Worker Trait Factors. Roswell, GA: North Fulton Printing, 1982.

EMPLOYABILITY
SKILLS

EMPLOYABILITY SKILLS

Contents Listing

Employability Skills Introduction 3
Employability Skills 4

EMPLOYABILITY SKILLS INTRODUCTION

This section provides an overview of employability skills that are desirable in any occupation and relates their significance to the specific occupational area of Marketing and Distributive Education.

EMPLOYABILITY SKILLS

INTRODUCTION

Possessing employability skills directly influences a person's ability to get and keep a job. The Marketing and Distributive Education program environment creates an ideal situation for introducing and reinforcing those employability skills necessary for acquiring and keeping a job.

In this section, a discussion of key employability skills is provided and suggestions for incorporating them into your daily program of instruction are also included. Although discussion of all aspects of employability in such limited space would hardly be feasible. However, the information included does provide a sound base from which you may draw beneficial ideas.

TOPICS COVERED IN THIS SECTION

1. How is a job search conducted?
2. What steps are involved in preparing for a job interview?
3. What actually happens on a job interview?
4. After securing employment, how are jobs kept?
5. How can employability skills be implemented into your program?

HOW IS A JOB SEARCH CONDUCTED?

Before conducting a job search, students should be asked to assess their abilities and interests. Suggest to them that through several informational resources they can determine personal interests and abilities that can be matched to prospective jobs. The following resources may prove beneficial in assisting students with their personal evaluations.

. self-inventory
. friends
. relatives
. instructors
. grades earned
. school records
. test scores

Once job aptitudes have been established, suggest to students that they research all aspects of a job. Through the following resources, students may obtain information concerning job characteristics.

- personal contacts
- observation and interview
- reading about the job
- writing for information
- reviewing personal past work experiences

When all the necessary job information has been secured, students can begin the job hunt. Below are examples of places to begin the job hunt.

- teacher-coordinator
- friends and relatives
- classified ads of the newspaper
- bulletin boards
- yellow pages of the phone book
- company personnel offices
- state personnel offices
- private employment agencies
- union offices
- government work programs

WHAT STEPS ARE INVOLVED IN PREPARING FOR A JOB INTERVIEW?

After locating potential jobs which coincide with personal interests and abilities, students should begin preparing for job interviews.

STEP 1: Obtain Necessary Documents

Before applying for a job, encourage students to secure certain documents such as a birth certificate, social security card and work permit. Having access to these documents makes getting a job much easier. You may suggest to students that transferral of "hard-to remember" information from those documents to a personal data card may prove more convenient and more accessible.

STEP 2: Applying for the Job

Familiarize students with what a job application is and how it should be filled out. Stress to students that the job application is an employer's initial contact with prospective employees and that the manner in which it is completed directly reflects on the applicant. Encourage students to be comprehensive, accurate and neat when filling out job applications.

In addition to a job application, some employers require that a resume' --- a brief summary of personal characteristics, education and work experience --- be submitted. Often a letter of application is attached to a resume'. The letter briefly introduces the applicant to an employer, specifies the desired job and states qualifications for the job. Advise students to practice developing resumes' and letters of application.

STEP 3: Is the Job Really for You?

Students should be encouraged to research the company as well as the job and also to evaluate their feelings toward the job.

STEP 4: Questions and Answers

Assist students in the preparation of questions that an interviewer might ask during an interview. Using those questions, have students simulate a job interview situation. This provides students with practice and helps them to feel more confident in an actual job interview.

STEP 5: Lookin' Good

Discuss with students the importance of looking their best and practicing good hygiene before going to an interview. Encourage students to maintain their health and appearance on a daily basis as well as on job interview days.

STEP 6: On the Way to the Interview

On the day of the interview, students should decide what items and types of information to take with them. You may want to suggest that the following items might be helpful to them.

- personal data card
- pen
- unanswered questions
- interview place
- name of the interviewer
- exact time to arrive

WHAT ACTUALLY HAPPENS DURING THE JOB INTERVIEW PROCESS?

An interview is a meeting between an employer and a person looking for a job. The purpose of the interview is to discuss the job and the applicant's qualifications for the job. The interview consists of questions and answers from both participants. The interview will ask questions to obtain information about the applicant and to find out about the person's general work attitude.

The applicant should express interest in the job and be willing to learn new things. Questions about the job or company should also be asked of the interviewer. A few important facts to find out during the interview would be the type of benefits the company offers, insurance coverage, the availability of sick leave and personal leave, the salary range and if there is a union.

Assist students in developing a list of tips to remember prior to and during the interview.

. Be 5 to 15 minutes early.
. Do not chew gum or smoke while waiting.
. Avoid nervous gestures.
. Show self-confidence and determination.
. Show interest and be alert.

Suggest that students keep a record of each interview to help remember facts about that job. Students might also write a brief follow-up letter after the interview to express continued interest and to express appreciation for the interviewer's time.

AFTER SECURING EMPLOYMENT HOW ARE JOBS KEPT?

After finding a job, the student's next concern will be to keep it. Many times this is the most difficult part of the job process. For this reason, it is imperative to discuss with students job responsibilities and attitudes that are necessary for keeping a job.

Below are examples of desirable job responsibilities and attitudes which will aid the student in getting along with superiors and co-workers on the job. Continual practice of such desirable characteristics should help insure that a student will keep a job.

. Arriving at work on time
. Being at work every day
. Maintaining neat appearance
. Being responsible
. Being friendly, but not overly friendly or too familiar with supervisor
. Being courteous
. Being honest
. Showing respect for others
. Not gossiping
. Following directions
. Keeping busy
. Staying healthy
. Following company rules
. Taking an interest in your work
. Leaving troubles at home
. Taking pride in your work
. Having respect for your boss

- Following safety rules
- Accepting criticism

Brainstorm with students other items which might be included on the list of topics.

Students should be made aware that people are sometimes fired from their jobs. Below are a few examples of the poor work habits which lead to being fired.

- Not being on time
- Leaving early
- Taking too many breaks
- Taking too long on breaks
- Missing days from work
- Stealing from the company
- Being dishonest
- Breaking company rules
- Not trying to get along with co-workers
- Not maintaining work load
- Lack of interest in learning new skills
- Job not done well
- Unwilling to improve work habits

Brainstorm with students other poor work habits that could lead to being fired.

Once students have been familiarized with the concepts provided in this section, he or she should have ample information necessary to become a productive member of the workforce.

If a student has become a reliable worker and shows all the necessary qualifications, he/she may be chosen for career advancements. The following tips will prepare the student for job advancement.

- Being efficient
- Following safety rules
- Showing responsibility
- Working overtime, if necessary
- Volunteering for extra duties
- Taking extra courses, workshops or seminars

HOW CAN EMPLOYABILITY SKILLS BE IMPLEMENTED INTO YOUR PROGRAM?

The process of implementing employability skills into vocational programs can be viewed in relation to the philosophies of Prossor and Dewey.

Dr. C. A. Prossor, one of vocational education's founding fathers, contended that instructional content be focused on industry needs and that instructional methods be based on learning through direct experience. Prossor further expressed that by introducing students to a stimuli directly related to their desired occupational field and that by having them repeatedly react to that exact stimulus, learning would be fostered.

Dr. John Dewey, asserted that students learn better through a wholistic instructional approach which focuses on both occupational and personal survival skills.

In determining how to incorporate employability skills into your program, the most beneficial approach for nurturing learning is a blending of both the Prossor and Dewey philosophies with those of your own. The main thing to remember in determining your style is to make sure it encompasses goals beneficial both to students and to society. By using employability skills as the stimuli and by having students practice those skills, they will be more productive as individuals and more productive as functioning members of society.

When incorporating employability skills into your program, the following 12 topics might be considered.*

1. Working in an Organization: To familiarize students with the reasons for the formation of organizations and the common characteristics of organizations.

2. Understanding Self and Others: To have students develop insights into causes of human behavior and learn to interpret their own behavior and the behavior of others.

3. Motivation for Work: To have students develop an understanding of motivations into the work they perform.

4. Interpersonal Relations: To have students develop concepts and skills in interpersonal relations and apply them to work situations.

5. On-the-Job Communication: To have students understand the importance of effective communication and learn ways of communicating effectively on the job.

*Abstracted from the article, "Survival Skills: Mastering the Human Aspects of Work," by Robert E. Nelson, American Vocational Journal, November 1977.

6. Using Creativity on the Job: To make students aware of their creative potential and to practice using their creative ability in hypothetical on-the-job situations.

7. Authority and Responsibility: To have students develop an understanding of the concepts of authority, power, influence, and responsibility as they apply to work situations.

8. Problem Solving: To have students develop skills in applying problem solving to their work.

9. Coping with Organizational Change: To make students aware of the process or organizational change and to suggest the techniques for coping with organizational change.

10. Coping with Organizational Conflict: To make students aware of the sources and types of conflict encountered on the job and recognize ways of coping with conflicts in an organization.

11. Leadership: To have students recognize the need for leadership in work groups and increase their understanding of the leadership role in work situations.

12. Adapting and Planning for the Future: To have students develop perspectives of work in the future and the ability to plan for anticipated changes in their work roles.

The two situations provided on the following pages represent suggested potential methods for implementing and nurturing employability skills into your own classroom environment. Both situations have successfully been used by instructors.

SITUATION 1: ORGANIZING THE SCHOOL STORE

After the basic employability skills have been presented to and discussed with your students, you may find it helpful to reinforce those concepts by actually practicing them in a school store setting.

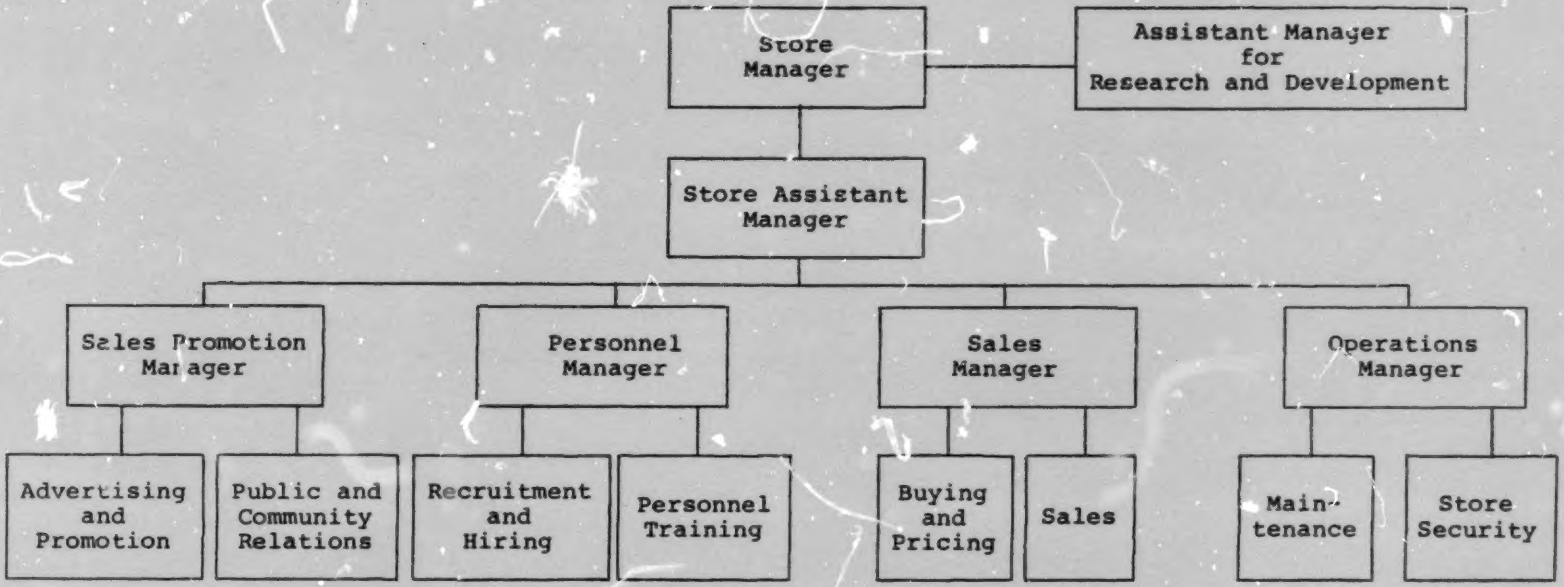
The school store offers Marketing and Distributive Education students an opportunity to assume the roles of business individuals at all levels by creating a real lifelike business setting within the school. The school store and the business organization chart become the tools through which marketing and distributive education students can play the role of people within an organization where they might otherwise never have the opportunity to gain experience.

Students will not only be able to experience management procedures, but they will have an opportunity to develop competencies in such areas as:

. Working together in a group
. Understanding themselves and others in a business organization
. Developing interpersonal relationships
. Assuming authority positions
. Accepting the role of a follower
. Solving problems and planning
. Coping with organizational problems and conflicts
. Accepting responsibilities
. Motivating self
. Practicing creativity in a business setting

The organizational chart on the following page is an example of only one which may be used for that purpose. Students should be rotated periodically through the several levels of the business organization so that every one will have an opportunity to gain experience at each level.

ORGANIZATION CHART


Store Manager
Assistant Manager for Research and Development
Store Assistant Manager
Sales Promotion Manager
Personnel Manager
Sales Manager
Operations Manager
Advertising and Promotion
Public and Community Relations
Recruitment and Hiring
Personnel Training
Buying and Pricing
Sales
Main- tenance
Store Security

Store Manager: The store manager will have overall responsibility for the operation of the entire store. He/she will exert leadership in organizing and directing the actions of other students. She/he will be responsible for the organization of all personnel through the assistant managers and the various department managers. The store manager will hold storewide meetings involving all store personnel from time to time. Overall store evaluations will be performed by this individual.

Assistant Manager for Research and Development: This person will be responsible for heading up a research team to conduct all of the research needed to determine such things as what merchandise to handle, pricing policies, client policies and other important factors in making decisions on store operations. The assistant manager for research may have to work with the manager, the building principal and other individuals in the school and community, including vendors.

Store Assistant Manager: The assistant manager of the store will provide assistance and support to the store manager. He/she will coordinate the responsibilities of the various department managers and assure that they perform their tasks properly.

Sales Promotion Manager: The sales promotion manager will be responsible for directing the actions of students in two areas. Advertising activities and store public relations will be handled by this department. All posters, ads, displays and the like will be his/her responsibility. Selling the school store to the school administration and community leaders, and maintaining a positive image to the school administration and business leaders will also be the responsibility of this person.

Personnel Manager: The individual will be responsible for organizing the workforce and assigning duties. He/she interviews and selects individuals for specific positions in the store. The personnel manager will also be responsible for training the personnel as well as for evaluating the work performed.

Sales Manager: The sales manager will be responsible for the sales force, set quotes, train salespeople and evaluate their performance. The sales manager will conduct sales meetings for the entire sales staff.

Operations Manager: The operations manager will be responsible for two teams of workers, one to keep the store well maintained and the second to plan and oversee the security of the store and merchandise.

An organization similar to the one described will provide the students with interpersonal relationships that they will desperately need when they move into the business community. This experience will give them insights into real-life situations without having to suffer the consequences. The school store situation will require them to work together as a team, assume leadership positions and accept the responsibilities and duties of followers.

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SITUATION 2: MARKETING RESEARCH

Marketing research is another method which has been used successfully to reinforce employability skills. High school students in Cordele, Georgia simulated employees who worked in several departments at various levels in a marketing research organization.* In their roles in the simulated organization, they were expected to work with school administrators, community groups and fellow classmates. The students used a simulation package developed at The University of Georgia to guide them through the interactive experiences. The package required them to obtain approval of the school principal, and organize themselves into a research organization, an advertising agency, a wholesale company and a radio broadcasting firm.

The simulation approach is basically a student centered approach in which students assume interactive roles with other students. It uses planning committees, leaders, and small groups playing the role of people in a real-life situation. The first step in this simulation was to appoint a planning committee of five to six students. The remaining members of the class were assigned to role groups to represent a newspaper advertising department, radio station personnel and a retail or wholesale distributor. The entire class played the roles of various people in a research business.

Arrangements were made with the building principal and the vocational supervisor to conduct a cookie taste test in the hall during breaks between classes. All other administrative details were handled by a committee of students.

MDE students collected data by interviewing students and faculty. They worked together collecting data on forms which they had previously developed in class.

After the data were collected, the students assumed the roles within the research agency and, in small groups, analyzed the data. Jobs in this area were assigned based on the students' expertise, i.e., math, artwork for graphs and charts, technical writers. It was important that all of the tasks were coordinated and that students worked cooperatively.

Next, students assumed roles in a newspaper advertising department and a simulated radio station. They developed several newspaper ads and 30 to 60 second radio commercial scripts. The students then made sales presentations to store owners and to consumers based on the research findings and the ads and commercials.

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*Sanders, L. E. and Lynn, R. Integrating research into the MDE program. Business Education Forum, 36: 25-27.

The students extended the experience into the community by using the facilities in a local radio station to make actual recordings. This gave them an opportunity to interact among themselves as well as with school administrators and business people in the community.

These and other activities in the Marketing and Distributive Education classroom are examples of placing students in real-life situations that require them to call upon personal attributes that they might otherwise not be able to exercise. In the one situation it simulates the community by bringing it into a classroom setting; in the other, it interrelates the classroom instruction with the community and takes it into the community. Situations similar to these challenge students to develop their employability skills to the maximum.

TASK LISTING

TASK LISTING

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TASK LISTING INTRODUCTION

This section provides a task listing matrix of the General Marketing program which illustrates the relationship between each task shown in the curriculum guide, the D.O.T. Code exit points, and to the Georgia competency based education (CBE) requirements.

Along the line following each task is a column for the unit number from the instructional materials, next is a column for the D.O.T. Code exit points, and last is a column for CBE requirements. An X appears in the column for each job title applicable to the particular task. An X also appears in the column for CBE requirements applicable to a particular task. It is important to note that CBE requirements accomplished by the task/unit competencies may differ depending upon the instructional approach utilized. For example, when focusing only on the task/unit competencies, the learner, individual and producer skills will be predominant. However, if the program is set up as a business, the additional consumer and citizen skills may also be accomplished.

TASK LISTING BY DOT CODE

GENERAL MARKETING

TASK NO.	TASK NAME	UNIT NO.	POSSIBLE EXIT POINTS: DOT DESCRIPTIONS — APPAREL AND ACCESSORIES	222.378-058 Stock Clerk (Stockperson)	209.587-034 Marker	222.387-050 Shipping and Receiving Clerk	261-357-066 Salesperson, Women's Apparel and Accessories (Sales Assistant/Salesclerk)		299.677-010 Sales Attendant (Dressing Room Attendant)		298.081-010 Displayer, Merchandise (Display Helper)	211.462-018 Cashier-Wrapper (Cashier)		CBE REQUIREMENTS MET	LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
OR-01	Describing the objectives of the marketing and distributive education program			x	x	x	x		x		x	x			x	x		x	
OR-02	Demonstrating the responsibilities and rewards of on-the-job training.			x	x	x	x		x		x	x			x	x	x		x
OR-03	Participating in a diamond initiation of members ceremony			x	x	x	x		x		x	x			x	x	x		x
OR-04	Demonstrating a knowledge of pertinent DECA facts, including all organizational levels			x	x	x	x								x		x		
OR-05	Electing chapter officers			x	x	x	x		x		x	x			x	x			x
OR-06	Developing a program of work and an operating budget			x	x	x	x								x			x	x
OR-07	Demonstrating a knowledge of career opportunities available in marketing			x	x	x	x		x		x	x			x	x	x		x
EM-01	Describing basic knowledge of economic terms applied to marketing			x	x	x	x		x		x	x			x	x	x		x

TASK LISTING BY DOT CODE

GENERAL MARKETING

		POSSIBLE EXIT POINTS																	
TASK NO.	TASK NAME	UNIT NO.	DOT DESCRIPTIONS: APPAREL AND ACCESSORIES	Stock Clerk (Stockperson) 22[illegible].378-058	Marker 209.587-034	Shipping and Receiving Clerk 222.387-050	Salesperson, Women's Apparel and Accessories (Sales Assistant/Salesclerk) 261-357-066		Sales Attendant (Dressing Room Attendant) 299.677-010		Displayer, Merchandise (Display Helper) 298.081-010	Cashier-Wrapper (Cashier) 211.462-018		CBE REQUIREMENTS MET	LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
EM-02	Demonstrating a knowledge of how an economic system answers three basic questions of production			X	X	X	X		X		X	X			X	X	X		
EM-03	Explaining that private ownership of the means of production is the basis of economic and political freedom			X	X	X	X		X		X	X			X	X	X	X	X
EM-04	Describing how the market system operates as an independant price-directed system of exchange which satisfies needs and wants			X	X	X	X		X		X	X			X		X	X	X
EM-05	Describing the functions of marketing and its effect on innovation			X	X	X	X		X		X	X			X		X	X	X
EM-06	Demonstrating the relationship between supply and demand and price			X	X	X	X		X		X	X			X		X	X	X

TASK LISTING BY DOT CODE

GENERAL MARKETING

		POSSIBLE EXIT POINTS DOT DESCRIPTIONS	APPAREL AND ACCESSORIES	Stock Clerk (Stockperson)	Marker	Shipping and Receiving Clerk	Salesperson, Women's Apparel and Accessories (Sales Assistant/Salesclerk)		Sales Attendant (Dressing Room Attendant)		Displayer, Merchandise (Display Helper)	Cashier-Wrapper (Cashier)		CBE REQUIREMENTS MET					
		DOT NO.	•	222.378-058	209.587-034	222.387-050	261-357-066		299.677-010		298.081-010	211.462-018							
TASK NO.	TASK NAME	UNIT NO.													LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
EM-07	Identifying factors which motivate consumers to buy			X	X	X	X		X		X	X					X	X	X
EM-08	Classifying business organizations based on form of ownership and tasks performed			X	X	X	X		X		X	X					X		X
EM-09	Making business decisions for profit, efficiency and organizational goals			X	X	X	X		X		X	X			X	X	X		X
EM-10	Applying marketing strategies and non-price competition			X	X	X	X		X		X	X			X		X	X	X
EM-11	Describing government's role in the economic environment			X	X	X	X		X		X	X			X		X	X	X

TASK LISTING BY DOT CODE

GENERAL MARKETING

TASK NO.	TASK NAME	UNIT NO.	POSSIBLE EXIT POINTS: DOT DESCRIPTIONS / DOT NO.: APPAREL AND ACCESSORIES	Stock Clerk (Stockperson) 222.378-058	Marker 209.587-034	Shipping and Receiving Clerk 222.387-050	Salesperson, Women's Apparel and Accessories (Sales Assistant/Salesclerk) 261-357-066	Sales Attendant (Dressing Room Attendant) 299.677-010	Displayer, Merchandise (Display Helper) 298.081-010	Cashier-Wrapper (Cashier) 211.462-018	CBE REQUIREMENTS MET: LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
SP-01	Identifying components of sales promotion			X	X	X	X	X	X	X				X	X
SP-02	Identifying roles of personnel involved in sales promotion			X	X	X	X	X	X	X			X	X	X
SP-03	Demonstrating an understanding of coordination of sales promotion activities			X	X	X	X	X	X	X			X	X	X
PS-01	Relating the role and importance of sales personnel			X	X	X	X	X	X	X	X	X	X	X	X
PS-02	Developing product fact sheets and product analysis sheets on the features and						X		X		X		X	X	X
	benefits														
PS-03	Determining sources of prospects and qualifying them			X	X	X	X	X	X	X	X		X	X	X
PS-04	Gathering and organizing preapproach information			X	X	X	X	X	X	X				X	X
PS-05	Approaching a prospect			X	X	X	X	X	X	X					X

V-7

TASK LISTING BY DOT CODE

GENERAL MARKETING

TASK NO.	TASK NAME	UNIT NO.	POSSIBLE EXIT POINTS: DOT DESCRIPTIONS: APPAREL AND ACCESSORIES	Stock Clerk (Stockperson) DOT NO. 222.378-058	Marker DOT NO. 209.587-034	Shipping and Receiving Clerk DOT NO. 222.387-050	Salesperson, Women's Apparel and Accessories (Sales Assistant/Salesclerk) DOT NO. 261-357-066		Sales Attendant (Dressing Room Attendant) DOT NO. 299.677-010		Displayer, Merchandise (Display Helper) DOT NO. 298.081-010	Cashier-Wrapper (Cashier) DOT NO. 211.462-018		CBE REQUIREMENTS MET	LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
PS-06	Determining a customer's needs			X			X		X		X	X			X	X			X
PS-07	Presenting a sales talk on a product or service			X			X		X		X	X			X	X	X		X
PS-08	Demonstrating the use of a product or service			X			X		X		X	X			X	X	X		X
PS-09	Handling a customer's questions/objections			X			X		X		X	X			X	X			X
PS-10	Utilizing closing techniques			X			X		X		X	X			X	X			X
PS-11	Employing plus/suggestion techniques			X			X		X		X	X							X
PS-12	Completing sales forms and closing mechanics						X		X		X	X			X	X			X
PS-13	Operating a cash register and handling money						X					X			X		X		X
PS-14	Developing a plan to follow-up a sale						X								X				X

TASK LISTING BY DOT CODE

GENERAL MARKETING

TASK NO.	TASK NAME	UNIT NO.	POSSIBLE EXIT POINTS											CBE REQUIREMENTS MET					
	DOT DESCRIPTIONS		APPAREL AND ACCESSORIES	Stock Clerk (Stockperson)	Marker	Shipping and Receiving Clerk	Salesperson, Women's Apparel and Accessories (Sales Assistant/Salesclerk)		Sales Attendant (Dressing Room Attendant)		Displayer, Merchandise (Display Helper)	Cashier-Wrapper (Cashier)			LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
	DOT NO.		.	222.378-058	209.587-034	222.387-050	261-357-066		299.677-010		298.081-010	211.462-018							
PS-15	Demonstrating techniques to handle business losses			X	X	X	X		X		X	X					X		X
CS-01	Demonstrating an understanding of customer services			X	X	X	X		X		X	X				X	X	X	X
CS-02	Relating the importance of providing customer services			X	X	X	X		X		X	X					X	X	
CS-03	Communicating availability of customer service			X	X	X	X		X		X	X			X		X		X
CS-04	Providing selected customer services			X		X	X		X		X	X			X				X
CS-05	Demonstrating positive human relation skills when confronted with problem customers			X	X	X	X		X		X	X			X	X	X		X
AD-01	Demonstrating an understanding of advertising purposes and uses			X	X	X	X		X		X	X			X		X		X
AD-02	Comparing media characteristics			X	X	X	X		X		X	X			X				X
AD-03	Demonstrating an awareness of advertising policies and media used by the training station or potential training station			X	X	X	X		X		X	X			X		X	X	X

TASK LISTING BY DOT CODE

GENERAL MARKETING

			POSSIBLE EXIT POINTS								CBE REQUIREMENTS MET				
TASK NO.	TASK NAME	UNIT NO.	DOT DESCRIPTIONS: APPAREL AND ACCESSORIES	Stock Clerk (Stockperson) 222.378-058	Marker 209.587-034	Shipping and Receiving Clerk 222.387-050	Salesperson, Women's Apparel and Accessories (Sales Assistant/Salesclerk) 261-357-066	Sales Attendant (Dressing Room Attendant) 299.677-010	Displayer, Merchandise (Display Helper) 298.081-010	Cashier-Wrapper (Cashier) 211.462-018	LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
AD-04	Planning an advertising program			X			X		X						X
AD-05	Identifying psychological concepts that influence advertising			X	X	X	X	X	X	X	X	X		X	X
AD-06	Constructing print advertisements						X		X		X				X
AD-07	Creating electronic advertisements						X		X		X				X
VM-01	Explaining the role of visual merchandising in marketing			X	X	X	X	X	X	X					X
VM-02	Identifying function of displays			X	X	X	X	X	X	X					X
VM-03	Applying elements of display design			X			X	X	X	X	X			X	X
VM-04	Identifying displays by types			X	X	X	X	X	X	X	X			X	X
VM-05	Planning visual merchandising			X			X	X	X	X					X

TASK LISTING BY DOT CODE

GENERAL MARKETING

TASK NO.	TASK NAME	UNIT NO.	POSSIBLE EXIT POINTS: APPAREL AND ACCESSORIES	Stock Clerk (Stockperson) 222.378-058	Marker 209.587-034	Shipping and Receiving Clerk 222.387-050	Salesperson, Women's Apparel and Accessories (Sales Assistant/Salesclerk) 261-357-066		Sales Attendant (Dressing Room Attendant) 299.677-010		Displayer, Merchandise (Display Helper) 298.081-010	Cashier-Wrapper (Cashier) 211.462-018		CBE REQUIREMENTS MET	LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
VM-06	Identifying tools/materials equipment needed for visual merchandising			X	X		X		X		X	X				X			X
VM-07	Practicing safety procedures in visual merchandising			X	X	X	X		X		X	X			X	X	X	X	X
VM-08	Preparing merchandise for display			X	X	X	X		X		X	X			X				X
VM-09	Constructing background, signs, mannequins for display					X	X				X				X	X			X
VM-10	Stripping and installing a window or interior display			X			X		X		X	X			X				X
MH-01	Relating the importance of physical distribution			X	X	X	X		X		X	X			X		X	X	X
MH-02	Unloading, checking, and moving goods			X	X	X	X					X			X				X
MH-03	Preparing and placing price tickets on merchandise			X	X	X	X				X	X			X				X
MH-04	Storing and maintaining merchandise			X	X	X	X		X		X	X			X			X	X

TASK LISTING BY DOT CODE

GENERAL MARKETING

TASK NO.	TASK NAME	UNIT NO.	POSSIBLE EXIT POINTS									CBE REQUIREMENTS MET				
			APPAREL AND ACCESSORIES	Stock Clerk (Stockperson) 222.378-058	Marker 209.587-034	Shipping and Receiving Clerk 222.387-050	Salesperson, Women's Apparel and Accessories (Sales Assistant/Salesclerk) 261-357-066	Sales Attendant (Dressing Room Attendant) 299.677-010	Displayer, Merchandise (Display Helper) 298.081-010	Cashier-Wrapper (Cashier) 211.462-018		LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
MH-05	Taking inventory and completing stockkeeping reports			X	X	X	X	X	X	X		X		X		X
MH-06	Filling orders			X	X	X	X			X		X				X
MH-07	Using appropriate materials to properly package merchandise			X	X	X	X		X	X		X				X
MH-08	Routing and loading goods for delivery			X		X	X			X		X				X
MH-09	Selecting and operating materials handling equipment			X	X	X	X					X				X
EP-01	Planning for future career			X	X	X	X	X	X	X		X	X	X	X	X
EP-02	Identifying education and training opportunities			X	X	X	X	X	X	X		X	X	X	X	X
EP-03	Identifying sources for future marketing employment			X	X	X	X	X	X	X		X	X	X	X	X

TASK LISTING BY DOT CODE

GENERAL MARKETING

		POSSIBLE EXIT POINTS																
TASK NO.	TASK NAME	UNIT NO.	DOT DESCRIPTIONS: APPAREL AND ACCESSORIES	Stock Clerk (Stockperson) 222.378-058	Marker 209.587-034	Shipping and Receiving Clerk 222.387-050	Salesperson, Women's Apparel and Accessories (Sales Assistant/Salesclerk) 261.357-066		Sales Attendant (Dressing Room Attendant) 299.677-010		Displayer, Merchandise (Display Helper) 298.081-010	Cashier-Wrapper (Cashier) 211.462-018		CBE REQUIREMENTS MET	LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
EP-04	Demonstrating steps to prepare for a new job in marketing			X	X	X	X		X		X	X			X	X	X		X
EP-05	Demonstrating a knowledge of how to advance in the career			X	X	X	X		X		X	X			X	X			X

TASK LISTING BY DOT CODE

GENERAL MARKETING

POSSIBLE EXIT POINTS

TASK NO.	TASK NAME	UNIT NO.	FOOD MARKETING	Bagger (Bagger/ Courtesy Clerk) 920.687-014	Sales Clerk, Food (Grocery Clerk) 290.477-018	Cashier-Checker 211.462-014	Sales Clerk, Food (Produce Clerk) 290.477-018	CBE REQUIREMENTS MET: LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
OR-01	Describing the objectives of the marketing and distributive education program			X	X	X	X	X	X		X	
OR-02	Demonstrating the responsibilities and rewards of on-the-job training			X	X	X	X	X	X	X		X
OR-03	Participation in a diamond initiation of members ceremony			X	X	X	X	X	X	X		
OR-04	Demonstrating a knowledge of pertinent DECA facts, including all organizational levels			X	X	X	X	X		X		
OR-05	Electing chapter officers			X	X	X	X	X	X			X
OR-06	Developing a program of work and an operating budget			X	X	X	X	X			X	X
OR-07	Demonstrating a knowledge of career opportunities available in marketing			X	X	X	X	X	X	X		X
EM-01	Describing basic knowledge of economic terms applied to marketing			X	X	X	X	X	X	X		X

TASK LISTING BY DOT CODE

GENERAL MARKETING

TASK NO.	TASK NAME	UNIT NO.	POSSIBLE EXIT POINTS											CBE REQUIREMENTS MET					
		DOT DESCRIPTIONS	FOOD MARKETING	Bagger (Bagger/Courtesy Clerk)	Sales Clerk, Food (Grocery Clerk)	Cashier-Checker	Sales Clerk, Food (Produce Clerk)								LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
		DOT NO		920.687-014	290.477-018	211.462-014	290.477-018												
EM-02	Demonstrating a knowledge of how an economic system answers three basic questions of production			X	X	X	X								X	X	X		
EM-03	Explaining that private ownership of the means of production is the basis of economic and political freedom			X	X	X	X								X	X	X	X	X
EM-04	Describing how the market system operates as an independant price-directed system of exchange which satisifes needs and wants			X	X	X	X								X		X	X	X
EM-05	Describing the functions of marketing and its effect on innovation			X	X	X	X								X		X	X	X
EM-06	Demonstrating the relationship between supply and demand and price			X	X	X	X								X		X	X	X

TASK LISTING BY DOT CODE

GENERAL MARKETING

TASK NO.	TASK NAME	UNIT NO.	POSSIBLE EXIT POINTS											CBE REQUIREMENTS MET					
		DOT DESCRIPTIONS	FOOD MARKETING	Bagger (Bagger/ Courtesy Clerk)	Sales Clerk, Food (Grocery Clerk)	Cashier-Checker	Sales Clerk, Food (Produce Clerk)												
		DOT NO.		920.687-014	290.477-018	211.462-014	290.477-018								LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
EM-07	Identifying factors which motivate consumers to buy			X	X	X	X										X	X	X
EM-08	Classifying business organizations based on form of ownership and tasks performed			X	X	X	X										X		X
EM-09	Making business decisions for profit, efficiency and organizational goals			X	X	X	X								X	X	X		X
EM-10	Applying marketing strategies and non-price competition			X	X	X	X								X		X	X	X
EM-11	Describing government's role in the economic environment			X	X	X	X								X		X	X	X

TASK LISTING BY DOT CODE

GENERAL MARKETING

TASK NO.	TASK NAME	UNIT NO.	POSSIBLE EXIT POINTS DOT DESCRIPTIONS: FOOD MARKETING	Bagger (Bagger/ Courtesy Clerk) DOT NO. 920.687-014	Sales Clerk, Food (Grocery Clerk) DOT NO. 290.477-018	Cashier-Checker DOT NO. 211.462-014	Sales Clerk, Food (Produce Clerk) DOT NO. 290.477-018							CBE REQUIREMENTS MET	LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
SP-01	Identifying components of sales promotion			X	X	X	X											X	X
SP-02	Identifying roles of personnel involved in sales promotion			X	X	X	X										X	X	X
SP-03	Demonstrating an understanding of coordination of sales promotion activities				X	X	X										X	X	X
PS-01	Relating the role and importance of sales personnel			X	X	X	X								X	X	X	X	X
PS-02	Developing product fact sheets and product analysis sheets on the features and				X	X	X								X		X	X	X
	benefits																		
PS-03	Determining sources of prospects and qualifying them			X	X	X	X											X	X
PS-04	Gathering and organizing preapproach information			X	X	X	X												X
PS-05	Approaching a prospect																		

TASK LISTING BY DOT CODE

GENERAL MARKETING

TASK NO.	TASK NAME	UNIT NO.	FOOD MARKETING	Bagger (Bagger/ Courtesy Clerk) 920.687-014	Sales Clerk, Food (Grocery Clerk) 290.477-018	Cashier-Checker 211.462-014	Sales Clerk, Food (Produce Clerk) 290.477-018							CBE REQUIREMENTS MET	LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
PS-06	Determining a customer's needs			X	X	X	X								X	X			X
PS-07	Presenting a sales talk on a product or service			X	X	X	X								X	X	X		X
PS-08	Demonstrating the use of a product or service				X		X								X	X	X		X
PS-09	Handling a customer's questions/objections			X	X	X	X								X	X			X
PS-10	Utilizing closing techniques			X	X	X	X								X	X			X
PS-11	Employing plus/suggestion techniques				X	X	X												X
PS-12	Completing sales forms and closing mechanics				X	X	X								X	X			X
PS-13	Operating a cash register and handling money					X									X		X		X
PS-14	Developing a plan to follow-up a sale														X				X

TASK LISTING BY DOT CODE

GENERAL MARKETING

		POSSIBLE EXIT POINTS												CBE REQUIREMENTS MET	LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
		DOT DESCRIPTIONS	FOOD MARKETING	Bagger (Bagger/ Courtesy Clerk)	Sales Clerk, Food (Grocery Clerk)	Cashier-Checker	Sales Clerk, Food (Produce Clerk)												
		DOT NO.		920.687-014	290.477-018	211.462-014	290.477-018												
TASK NO.	TASK NAME	UNIT NO.																	
PS-15	Demonstrating techniques to handle business losses			X	X	X	X										X		X
CS-01	Demonstrating an understanding of customer services			X	X	X	X									X	X	X	X
CS-02	Relating the importance of providing customer services			X	X	X	X										X	X	
CS-03	Communicating availability of customer service			X	X	X	X								X		X		X
CS-04	Providing selected customer services			X	X	X	X								X				X
CS-05	Demonstrating positive human relation skills when confronted with problem customers			X	X	X	X								X	X	X		X
AD-01	Demonstrating an understanding of advertising purposes and uses			X	X	X	X								X		X		X
AD-02	Comparing media characteristics			X	X	X	X								X				X
AD-03	Demonstrating an awareness of advertising policies and media used by the training station or potential training station			X	X	X	X								X		X	X	X

TASK LISTING BY DOT CODE

GENERAL MARKETING

TASK NO.	TASK NAME	UNIT NO.	POSSIBLE EXIT POINTS: FOOD MARKETING	Bagger (Bagger/ Courtesy Clerk) 920.687-014	Sales Clerk, Food (Grocery Clerk) 290.477-018	Cashier-Checker 211.462-014	Sales Clerk, Food (Produce Clerk) 290.477-018							CBE REQUIREMENTS MET	LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
AD-04	Planning an advertising program																		X
AD-05	Identifying psychological concepts that influence advertising			X	X	X	X								X	X		X	X
AD-06	Constructing print advertisements				X	X	X								X	X		X	X
AD-07	Creating electronic advertisements			X	X	X	X								X				X
VM-01 VM-01	Explaining the role of visual merchandising in marketing			X	X	X	X								X	X	X	X	X
VM-02	Identifying function of displays			X	X	X	X												X
VM-03	Applying elements of display design				X	X	X								X			X	X
VM-04	Identifying displays by types			X	X	X	X								X	X		X	X
VM-05	Planning visual merchandising			X	X	X	X												X

TASK LISTING BY DOT CODE

GENERAL MARKETING

		POSSIBLE EXIT POINTS												CBE REQUIREMENTS MET					
		DOT DESCRIPTIONS	FOOD MARKETING	Bagger (Bagger/ Courtesy Clerk)	Sales Clerk, Food (Grocery Clerk)	Cashier-Checker	Sales Clerk, Food (Produce Clerk)												
		DOT NO.		920.687-014	290.477-018	211.462-014	290.477-018								LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
TASK NO.	TASK NAME	UNIT NO.																	
VM-06	Identifying tools/materials equipment needed for visual merchandising			X	X	X	X									X			X
VM-07	Practicing safety procedures in visual merchandising			X	X	X	X								X	X	X	X	X
VM-08	Preparing merchandise for display			X	X	X	X								X				X
VM-09	Constructing background, signs, mannequins for display			X	X	X	X								X	X			X
VM-10	Stripping and installing a window or interior display			X	X	X	X								X				X
MH-01	Relating the importance of physical distribution			X	X	X	X								X		X	X	X
MH-02	Unloading, checking, and moving goods			X	X	X	X								X				X
MH-03	Preparing and placing price tickets on merchandise			X	X	X	X								X				X

TASK LISTING BY DOT CODE

GENERAL MARKETING

TASK NO.	TASK NAME	UNIT NO.	POSSIBLE EXIT POINTS: DOT DESCRIPTIONS: FOOD MARKETING	Bagger (Bagger/ Courtesy Clerk)	Sales Clerk, Food (Grocery Clrk)	Cashier-Checker	Sales Clerk, Food (Produce Clerk)							CBE REQUIREMENTS MET	LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
			DOT NO.	920.687-014	290.477-018	211.462-014	290.477-018												
MH-04	Storing and maintaining merchandise			X	X	X	X								X			X	X
MH-05	Taking inventory and completing stock-keeping reports			X	X	X	X								X		X		X
MH-06	Filling orders			X	X	X	X								X				X
MH-07	Using appropriate materials to properly package merchandise			X	X	X	X								X				X
MH-08	Routing and loading goods for delivery			X	X	X	X								X				X
MH-09	Selecting and operating materials handling equipment			X	X		X								X				X
EP-01	Planning for future career			X	X	X	X								X	X	X	X	X
EP-02	Identifying education and training opportunities			X	X	X	X								X	X	X	X	X
EP-03	Identifying sources for future marketing employment			X	X	X	X								X	X	X	X	X

TASK LISTING BY DOT CODE

GENERAL MARKETING

TASK NO.	TASK NAME	POSSIBLE EXIT POINTS DOT DESCRIPTIONS DOT NO. UNIT NO.	FOOD MARKETING	Bagger (Bagger, Courtesy Clerk) 920.687-014	Sales Clerk, Food (Grocery Clerk) 290.477-018	Cashier-Checker 211.462-014	Sales Clerk, Food (Produce Clerk) 290.477-018							CBE REQUIREMENTS MET	LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
EP-04	Demonstrating steps to prepare for a new job in marketing			X	X	X	X								X	X	X		X
EP-05	Demonstrating a knowledge of how to advance in the career			X	X	X	X								X	X			X

TASK LISTING BY DOT CODE

GENERAL MARKETING

		POSSIBLE EXIT POINTS DOT DESCRIPTIONS	FOOD SERVICE	Dining Room Attendant (Busperson)	Counter Attendant, Cafeteria (Server)	Waiter/Waitress, Informal	Host/Hostess, Restaurant	Counter Attendant, Lunchroom or	Coffee Shop (Counter Clerk)	Cashier II Cashier				CBE REQUIREMENTS MET	LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
		DOT NO.		311.677-018	311.677-014	311.477-030	310.137-010	311.477-014		211.462-010									
TASK NO.	TASK NAME	UNIT NO.																	
OR-01	Describing the objectives of the marketing and distributive education program			X	X	X	X	X		X					X	X		X	
OR-02	Demonstrating the responsibilities and rewards of on-the-job training			X	X	X	X	X		X					X	X	X		X
OR-03	Participating in a diamond initiation of members ceremony			X	X	X	X	X		X					X	X	X		
OR-04	Demonstrating a knowledge of pertinent DECA facts, including all organizational levels			X	X	X	X	X		X					X		X		
OR-05	Electing chapter officers			X	X	X	X	X		X					X	X			X
OR-06	Developing a program of work and an operating budget			X	X	X	X	X		X					X			X	X
OR-07	Demonstrating a knowledge of career opportunities available in marketing			X	X	X	X	X		X					X	X	X		X
EM-01	Describing basic knowledge of economic terms applied to marketing			X	X	X	X	X		X					X	X	X		X

TASK LISTING BY DOT CODE

GENERAL MARKETING

TASK NO.	TASK NAME	UNIT NO.	POSSIBLE EXIT POINTS										CBE REQUIREMENTS MET				
			DOT DESCRIPTIONS: FOOD SERVICE	311.677-018 Dining Room Attendant (Busperson)	311.677-014 Counter Attendant, Cafeteria (Server)	311.477-030 Waiter/Waitress, Informal	310.137-010 Host/Hostess Restaurant	311.477-014 Counter Attendant, Lunchroom or Coffee Shop (Counter Clerk)		211.462-010 Cashier II Cashier				LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
EM-02	Demonstrating a knowledge of how an economic system answers three basic questions of production			X	X	X	X	X		X				X	X	X		
EM-03	Explaining that private ownership of the means of production is the basis of economic and political freedom			X	X	X	X	X		X				X	X	X	X	X
EM-04	Describing how the market system operates as an independant price-directed system of exchange which satisifes needs and wants			X	X	X	X	X		X				X		X	X	X
EM-05	Describing the functions of marketing and its effect on innovation			X	X	X	X	X		X				X		X	X	X
EM-06	Demonstrating the relationship between supply and demand and price			X	X	X	X	X		X				X		X	X	X

TASK LISTING BY DOT CODE

GENERAL MARKETING

TASK NO.	TASK NAME	UNIT NO.	POSSIBLE EXIT POINTS DOT DESCRIPTIONS: FOOD SERVICE	Dining Room Attendant (Busperson) DOT NO. 311.677-013	Counter Attendant, Cafeteria (Server) 311.677-014	Waiter/Waitress Informal 311.477-030	Host/Hostess, Restaurant 310.137-010	Counter Attendant, Lunchroom or Coffee 311.477-014	Shop (Counter Clerk)	Cashier II Cashier 211.462-010				CBE REQUIREMENTS MET	LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
EM-07	Identifying factors which motivate consumers to buy			X	X	X	X	X		X							X	X	X
EM-08	Classifying business organizations based on form of ownership and tasks performed			X	X	X	X	X		X							X		X
EM-09	Making business decisions for profit, efficiency and organizational goals			X	X	X	X	X		X					X	X	X		X
EM-10	Applying marketing strategies and non-price competition			X	X	X	X	X		X					X		X	X	X
EM-11	Describing government's role in the economic environment			X	X	X	X	X		X					X		X	X	X

TASK LISTING BY DOT CODE

GENERAL MARKETING

TASK NO.	TASK NAME	POSSIBLE EXIT POINTS	DOT DESCRIPTIONS	FOOD SERVICE	Dining Room Attendant (Busperson)	Counter Attendant, Cafeteria (Server)	Waiter/Waitress, Informal	Host/Hostess, Restaurant	Counter Attendant, Lunchroom or Coffee Shop (Counter Clerk)		Cashier II Cashier				CBE REQUIREMENTS MET	LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
		UNIT NO.	DOT NO.		311.677-018	311.677-014	311.477-030	310.137-010	311.477-014		211.462-010									
SP-01	Identifying components of sales promotion				X	X	X	X	X		X								X	X
SP-02	Identifying roles personnel involved in sales promotion				X	X	X	X	X		X							X	X	X
SP-03	Demonstrating an understanding of coordination of sales promotion activities				X	X	X	X	X		X							X	X	X
PS-01	Relating the role and importance of sales personnel				X	X	X	X	X		X					X	X	X	X	X
PS-02	Developing product fact sheets and product analysis sheets on the features and benefits															X		X	X	X
PS-03	Determining sources of prospects and qualifying them				X	X	X	X	X		X					X		X	X	X
PS-04	Gathering and organizing preapproach information																		X	X
PS-05	Approaching a prospect				X	X	X	X	X		X									X

TASK LISTING BY DOT CODE

GENERAL MARKETING

POSSIBLE EXIT POINTS

TASK NO.	TASK NAME	UNIT NO.	FOOD SERVICE	Dining Room Attendant (Busperson) 311.677-018	Counter Attendant, Cafeteria (Server) 311.677-014	Waiter/Waitress, Informal 311.477-030	Host/Hostess, Restaurant 310.137-010	Counter Attendant, Lunchroom or 311.477-014	Coffee Shop (Counter Clerk)	Cashier II Cashier 211.362-010				CBE REQUIREMENTS MET	LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
PS-06	Determining a customer's needs			X	X	X	X	X		X					X	X			X
PS-07	Presenting a sales talk on a product or service			X	X	X	X	X		X					X	X	X		X
PS-08	Demonstrating the use of a product or service			X	X	X	X	X		X					X	X	X		X
PS-09	Handling a customer's questions/objections			X	X	X	X	X		X					X	X			X
PS-10	Utilizing closing techniques				X	X	X	X		X					X	X			X
PS-11	Employing plus/suggestion techniques				X	X	X	X		X									X
PS-12	Completing sales forms and closing mechanics				X	X	X	X		X					X	X			X
PS-13	Operating a cash register and handling money					X	X	X		X					X		X		X
PS-14	Developing a plan to follow-up a sale														X				X

TASK LISTING BY DOT CODE

GENERAL MARKETING

TASK NO.	TASK NAME	UNIT NO.	POSSIBLE EXIT POINTS DOT DESCRIPTIONS FOOD SERVICE	Dining Room Attendant (Busperson) 311.677-018	Counter Attendant, Cafeteria (Server) 311.677-014	Waiter/Waitress, Informal 311.477-030	Host/Hostess, Restaurant 310.137-010	Counter Attendant, Lunchroom or 311.477-014	Coffee Shop (Counter Clerk)	Cashier II Cashier 211.462-010				CBE REQUIREMENTS MET	LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
PS-15	Demonstrating techniques to handle business losses			x	x	x	x	x		x							x		x
CS-01	Demonstrating an understanding of customer services			x	x	x	x	x		x						x	x	x	x
CS-02	Relating the importance of providing customer services			x	x	x	x	x		x							x	x	
CS-03	Communicating availability of customer service			x	x	x	x	x		x					x		x		x
CS-04	Providing selected customer services			x	x	x	x	x		x					x				x
CS-05	Demonstrating positive human relation skills when confronted with problem customers			x	x	x	x	x		x					x	x	x		x
AD-01	Demonstrating an understanding of advertising purposes and uses			x	x	x	x	x		x					x		x		x
AD-02	Comparing media characteristics			x	x	x	x	x		x					x				x
AD-03	Demonstrating an awareness of advertising policies and media used by the training station or potential training station			x	x	x	x	x		x					x		x	x	x

TASK LISTING BY DOT CODE

GENERAL MARKETING

		POSSIBLE EXIT POINTS DOT DESCRIPTIONS	FOOD SERVICE	Dining Room Attendant (Busperson)	Counter Attendant, Cafeteria (Server)	Waiter/Waitress, Informal	Host/Hostess, Restaurant	Counter Attendant, Lunchroom or	Coffee Shop (Counter Clerk)	Cashier II Cashier				CBE REQUIREMENTS MET	LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
		DOT NO.		311.677-018	311.677-014	311.477-030	310.137-010	311.477-014		211.462-010									
TASK NO.	TASK NAME	UNIT NO.																	
AD-04	Planning an advertising program									X									X
AD-05	Identifying psychological concepts that influence advertising			X	X	X	X	X		X					X	X		X	X
AD-06	Constructing print advertisements									X					X				X
AD-07	Creating electronic advertisements									X					X				X
VM-01	Explaining the role of visual merchandising in marketing			X	X	X	X	X		X					X	X	X	X	X
VM-02	Identifying function of displays			X	X	X	X	X		X									X
VM-03	Applying elements of display design				X	X	X	X		X					X			X	X
VM-04	Identifying displays by types			X	X	X	X	X		X					X	X		X	X
VM-05	Planning visual merchandising				X	X	X	X		X									X

TASK LISTING BY DOT CODE

GENERAL MARKETING

TASK NO.	TASK NAME	UNIT NO.	POSSIBLE EXIT POINTS											CBE REQUIREMENTS MET					
			DOT DESCRIPTIONS: FOOD SERVICE	Dining Room Attendant (Busperson) DOT NO. 311.677-018	Counter Attendant, Cafeteria (Server) 311.677-014	Waiter/Waitress, Informal 311.477-030	Host/Hostess, Restaurant 310.137-010	Counter Attendant, Lunchroom or 311.477-014	Coffee Shop (Counter Clerk)	Cashier II Cashier 211.462-010					LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
VM-06	Identifying tools/materials equipment needed for visual merchandising			X	X	X	X	X		X						X			X
VM-07	Practicing safety procedures in visual merchandising			X	X	X	X	X		X					X	X	X	X	X
VM-08	Preparing merchandise for display				X	X	X	X		X					X				X
VM-09	Constructing background, signs, mannequins for display				X	X	X	X		X					X	X			X
VM-10	Stripping and installing a window or interior display				X	X	X	X		X					X				X
MH-01	Relating the importance of physical distribution			X	X	X	X	X		X					X		X	X	X
MH-02	Unloading, checking, and moving goods			X	X	X	X	X		X					X				X
MH-03	Preparing and placing price tickets on merchandise				X					X					X				X

TASK LISTING BY DOT CODE

GENERAL MARKETING

		POSSIBLE EXIT POINTS																	
		DOT DESCRIPTIONS	FOOD SERVICE	Dining Room Attendant (Busperson)	Counter Attendant, Cafeteria (Server)	Waiter/Waitress, Informal	Host/Hostess, Restaurant	Counter Attendant, Lunchroom or	Coffee Shop (Counter Clerk)	Cashier II Cashier				CBE REQUIREMENTS MET					
		DOT NO.		311.677-018	311.677-014	311.477-030	310.137-010	311.477-014		211.462-010									
TASK NO.	TASK NAME	UNIT NO.													LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
MH-04	Storing and maintaining merchandise			X	X	X	X	X		X					X			X	X
MH-05	Taking inventory and completing stock-keeping reports				X	X	X	X		X					X		X		X
MH-06	Filling orders			X	X	X	X	X		X					X				X
MH-07	Using appropriate materials to properly package merchandise			X	X	X	X	X		X					X				X
MH-08	Routing and loading goods for delivery			X	X	X	X	X		X					X				X
MH-09	Selecting and operating materials handling equipment														X				X
EP-01	Planning for future career			X	X	X	X	X		X					X	X	X	X	X
EP-02	Identifying education and training opportunities			X	X	X	X	X		X					X	X	X	X	X
EP-03	Identifying sources for future marketing employment			X	X	X	X	X		X					X	X	X	X	X

TASK LISTING BY DOT CODE

GENERAL MARKETING

TASK NO.	TASK NAME	UNIT NO.	FOOD SERVICE	Dining Room Attendant (Busperson) 311.677-018	Counter Attendant Cafeteria (Server) 311.677-014	Waiter/Waitress, Informal 311.477-030	Host/Hostess, Restaurant 310.137-010	Counter Attendant, Lunchroom or 311.477-014	Coffee Shop (Counter Clerk)	Cashier II Cashier 211.462-010				CBE REQUIREMENTS MET	LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
EP-04	Demonstrating steps to prepare for a new job in marketing			x	x	x	x	x		x					x	x	x		x
EP-05	Demonstrating a knowledge of how to advance in the career			x	x	x	x	x		x					x	x			x

POSSIBLE EXIT POINTS: DOT DESCRIPTIONS / DOT NO.

TASK LISTING BY DOT CODE

GENERAL MARKETING

TASK NO.	TASK NAME	UNIT NO.	POSSIBLE EXIT POINTS DOT DESCRIPTIONS: GENERAL MERCHANDISE RETAILING	Salesperson, General Merchandise DOT NO.: 279.357-054	(Salesclerk, Sales Assistant)	Stock Clerk (Stockperson) 222.387-058	Shipping and Receiving Clerk 222.387-050	Marker 209.587-034	Cashier 211.462-010	Displayer, Merchandise (Display helper) 298.018-010				CBE REQUIREMENTS MET	LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
OR-01	Describing the objectives of the marketing and distributive education program			X		X	X	X	X	X					X	X		X	
OR-02	Demonstrating the responsibilities and rewards of on-the-job training			X		X	X	X	X	X					X	X	X		X
OR-03	Participating in a diamond initiation of members ceremony			X		X	X	X	X	X					X	X	X		
OR-04	Demonstrating a knowledge of pertinent DECA facts, including all organizational			X		X	X	X	X	X					X		X		
	levels																		
OR-05	Electing chapter officers			X		X	X	X	X	X					X	X			X
OR-06	Developing a program of work and an operating budget			X		X	X	X	X	X					X			X	X
OR-07	Demonstrating a knowledge of career opportunities available in marketing			X		X	X	X	X	X					X	X	X		X
EM-01	Describing basic knowledge of economic terms applied to marketing			X		X	X	X	X	X					X	X	X		X

TASK LISTING BY DOT CODE

GENERAL MERCHANDISE

TASK NO.	TASK NAME	UNIT NO.	POSSIBLE EXIT POINTS											CBE REQUIREMENTS MET					
			DOT DESCRIPTIONS												LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
			GENERAL MERCHANDISE RETAILING	Salesperson, General Merchandise	(Salesclerk, Sales Assistant)	Stock Clerk (Stockperson)	Shipping and Receiving Clerk	Marker	Cashier	Displayer, Merchandise (Display	Helper)								
			DOT NO.	279.357-054		222.387-058	222.387-050	209.462-010	211.462-010	298.018-010									
EM-02	Demonstrating a knowledge of how an economic system answers three basic questions of production			X		X	X	X	X	X					X	X	X		
EM-03	Explaining that private ownership of the means of production is the basis of economic and political freedom			X		X	X	X	X	X					X	X	X	X	X
EM-04	Describing how the market system operates as an independant price-directed system of exchange which satisifes needs and wants			X		X	X	X	X	X					X		X	X	X
EM-05	Describing the functions of marketing and its effect on innovation			X		X	X	X	X	X					X		X	X	X
EM-06	Demonstrating the relationship between supply and demand and price			X		X	X	X	X	X					X		X	X	X

TASK LISTING BY DOT CODE

GENERAL MARKETING

			POSSIBLE EXIT POINTS										CBE REQUIREMENTS MET				
			DOT DESCRIPTIONS: GENERAL MERCHANDISE RETAILING	Salesperson, General Merchandise (Sales-clerk, Sales Assistant)	Stock Clerk (Stockperson)	Shipping and Receiving Clerk	Marker	Cashier	Displayer, Merchandise (Display Helper)								
TASK NO.	TASK NAME	UNIT NO.	DOT NO.	279.357-054	222.387-058	222.387-050	209.462-010	211.462-010	298.018-010				LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
EM-07	Identifying factors which motivate consumers to buy			X	X	X	X	X	X						X	X	X
EM-08	Classifying business organizations based on form of ownership and tasks performed			X	X	X	X	X	X						X		X
EM-09	Making business decisions for profit, efficiency and organizational goals			X	X	X	X	X	X				X	X	X		X
EM-10	Applying marketing strategies and non-price competition			X	X	X	X	X	X				X		X	X	X
EM-11	Describing government's role in the economic environment			X	X	X	X	X	X				X		X	X	X

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TASK LISTING BY DOT CODE

GENERAL MARKETING

TASK NO.	TASK NAME	UNIT NO.	POSSIBLE EXIT POINTS — DOT DESCRIPTIONS: GENERAL MERCHANDISE RETAILING	Salesperson, General Merchandise	(Salesclerk, Sales Assistant)	Stock Clerk (Stockperson)	Shipping and Receiving Clerk	Marker	Cashier	Displayer, Merchandise (Display helper)				CBE REQUIREMENTS MET	LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
			DOT NO.	279.357-054		222.387-058	222.387-050	209.587-034	211.462-010	298.018-010									
SP-01	Identifying components of sales promotion			X		X	X	X	X	X								X	X
SP-02	Identifying roles personnel involved in sales promotion			X		X	X	X	X	X							X	X	X
SP-03	Demonstrating an understanding of coordination of sales promotion activities			X		X	X	X	X	X							X	X	X
PS-01	Relating the role and importance of sales personnel			X		X	X	X	X	X					X	X	X	X	X
PS-02	Developing product fact sheets and product analysis sheets on the features and			X		X			X	X					X		X	X	X
	benefits																		
PS-03	Determining sources of prospects and qualifying them			X		X	X	X	X	X					X		X	X	X
PS-04	Gathering and organizing preapproach information			X					X	X								X	X
PS-05	Approaching a prospect			X		X	X	X	X	X									X

TASK LISTING BY DOT CODE

GENERAL MARKETING

POSSIBLE EXIT POINTS

TASK NO.	TASK NAME	UNIT NO.	DOT DESCRIPTIONS: GENERAL MERCHANDISE RETAILING	Salesperson, General Merchandise	(Salesclerk, Sales Assistant)	Stock Clerk (Stockperson)	Shipping and Receiving Clerk	Marker	Cashier	Displayer, Merchandise (Display helper)				CBE REQUIREMENTS MET	LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
			DOT NO.	279.357-054		222.387-058	222.387-050	209.587-034	211.462-010	298.018-010									
PS-06	Determining a customer's needs			X		X	X	X	X	X					X	X			X
PS-07	Presenting a sales talk on a product or service			X		X			X	X					X	X	X		X
PS-08	Demonstrating the use of a product or service			X		X	X		X	X					X	X	X		X
PS-09	Handling a customer's questions/objections			X		X	X	X	X	X					X	X			X
PS-10	Utilizing closing techniques			X		X			X	X					X	X			X
PS-11	Employing plus/suggestion techniques			X		X			X	X									X
PS-12	Completing sales forms and closing mechanics			X		X	X		X						X	X			X
PS-13	Operating a cash register and handling money			X		X			X						X		X		X
PS-14	Developing a plan to follow-up a sale			X		X	X		X						X				X

TASK LISTING BY DOT CODE

GENERAL MARKETING

			POSSIBLE EXIT POINTS															
			DOT DESCRIPTIONS										CBE REQUIREMENTS MET					
TASK NO.	TASK NAME	UNIT NO.	GENERAL MERCHANDISE RETAILING	Salesperson, General Merchandise	(Salesclerk, Sales Assistant)	Stock Clerk (Stockperson)	Shipping and Receiving Clerk	Marker	Cashier	Displayer, Merchandise (Display helper)				LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
			DOT NO.	279.357-054		222.387-058	222.387-050	209.587-034	211.462-010	298.018-010								
PS-15	Demonstrating techniques to handle business losses			X		X	X	X	X	X						X		X
CS-01	Demonstrating an understanding of customer services			X		X	X	X	X	X					X	X	X	X
CS-02	Relating the importance of providing customer services			X		X	X	X	X	X						X	X	
CS-03	Communicating availability of customer service			X		X	X	X	X	X				X		X		X
CS-04	Providing selected customer services			X		X	X	X	X	X				X				X
CS-05	Demonstrating positive human relation skills when confronted with problem customers			X		X	X	X	X	X				X	X	X		X
AD-01	Demonstrating an understanding of advertising purposes and uses			X		X	X	X	X	X				X	X		X	X
AD-02	Comparing media characteristics			X		X	X	X	X	X				X				X
AD-03	Demonstrating an awareness of advertising policies and media used by the training station or potential training station			X		X	X	X	X	X				X		X	X	X

TASK LISTING BY DOT CODE

GENERAL MARKETING

POSSIBLE EXIT POINTS

TASK NO.	TASK NAME	UNIT NO.	GENERAL MERCHANDISE RETAILING	Salesperson, General Merchandise	(Salesclerk, Sales Assistant)	Stock Clerk (Stockperson)	Shipping and Receiving Clerk	Marker	Cashier	Displayer, Merchandise (Display helper)				CBE REQUIREMENTS MET	LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
		DOT NO.		279.357-054		222.387-058	222.387-050	209.587-034	211.462-010	298.018-010									
AD-04	Planning an advertising program			X						X									X
AD-05	Identifying psychological concepts that influence advertising			X		X	X	X	X	X					X	X		X	X
AD-06	Constructing print advertisements			X						X					X				X
AD-07	Creating electronic advertisements			X						X					X				X
VM-01	Explaining the role of visual merchandising in marketing			X		X	X	X	X	X					X	X	X	X	X
VM-02	Identifying function of displays			X		X	X	X	X	X									X
VM-03	Applying elements of display design			X		X			X	X					X			X	X
VM-04	Identifying displays by types			X		X	X	X	X	X					X	X		X	X
VM-05	Planning visual merchandising			X		X			X	X									X

TASK LISTING BY DOT CODE

GENERAL MARKETING

TASK NO.	TASK NAME	UNIT NO.	POSSIBLE EXIT POINTS											CBE REQUIREMENTS MET				
	DOT DESCRIPTIONS / DOT NO.		GENERAL MERCHANDISE RETAILING	Salesperson, General Merchandise 279.357-054	(Salesclerk, Sales Assistant)	Stock Clerk (Stockperson) 222.387-058	Shipping and Receiving Clerk 222.387-050	Marker 209.587-034	Cashier 211.462-010	Displayer, Merchandise (Display helper) 298.018-010				LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
VM-06	Identifying tools/materials equipment needed for visual merchandising			X	X	X	X	X	X	X					X			X
VM-07	Practicing safety procedures in visual merchandising			X		X	X	X	X	X				X	X	X	X	X
VM-08	Preparing merchandise for display			X		X	X		X	X				X				X
VM-09	Constructing background, signs, mannequins for display			X		X			X	X				X	X			X
VM-10	Stripping and installing a window or interior display			X		X			X	X				X				X
MH-01	Relating the importance of physical distribution			X		X	X	X	X	X				X		X	X	X
MH-02	Unloading, checking, and moving goods			X		X	X	X	X					X				X
MH-03	Preparing and placing price tickets on merchandise			X		X	X	X	X	X				X			X	X

TASK LISTING BY DOT CODE

GENERAL MARKETING

TASK NO.	TASK NAME	UNIT NO.	POSSIBLE EXIT POINTS DOT DESCRIPTIONS: GENERAL MERCHANDISE RETAILING	Salesperson, General Merchandise	(Salesclerk, Sales Assistant)	Stock Clerk (Stockperson)	Shipping and Receiving Clerk	Marker	Cashier	Displayer, Merchandise (Display helper)				CBE REQUIREMENTS MET	LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
			DOT NO.	279.357-054		222.387-058	222.387-050	209.462-010	211.462-010	298.018-010									
MH-04	Storing and maintaining merchandise			X		X	X	X	X	X					X			X	X
MH-05	Taking inventory and completing stock-keeping reports			X		X	X	X	X						X		X		X
MH-06	Filling orders			X		X	X		X						X				X
MH-07	Using appropriate materials to properly package merchandise			X		X	X	X	X						X				X
MH-08	Routing and loading goods for delivery			X		X	X		X	X					X				X
MH-09	Selecting and operating materials handling equipment			X		X	X		X						X				X
EP-01	Planning for future career			X		X	X	X	X	X					X	X	X	X	X
EP-02	Identifying education and training opportunities			X		X	X	X	X	X					X	X	X	X	X
EP-03	Identifying sources for future marketing employment			X		X	X	X	X	X					X	X	X	X	X

TASK LISTING BY DOT CODE

GENERAL MARKETING

TASK NO.	TASK NAME	UNIT NO.	GENERAL MERCHANDISE RETAILING	Salesperson, General Merchandise 279.357-054	(Salesclerk, Assistant)	Stock Clerk (Stockperson) 222.387-058	Shipping and Receiving Clerk 222.387-050	Marker 209.587-034	Cashier 211.462-010	Displayer, Merchandise (Display Helper) 298.018-010				CBE REQUIREMENTS MET	LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
EP-04	Demonstrating stpes to prepare for a new job in marketing			X		X	X	X	X	X					X	X	X		X
EP-05	Demonstrating a knowledge of how to advance in the career			X		X	X	X	X	X					X				X

TASK LISTING BY DOT CODE

GENERAL MARKETING

POSSIBLE EXIT POINTS

TASK NO.	TASK NAME	UNIT NO.	PETROLEUM	Automobile-Service Station Attendant (Service Station Attendant) 915.467-010	Cashier II Cashier 211.462-010		HOTEL/MOTEL LODGING	Bellhop (Bellperson) 324.677-010	Hotel Clerk (Room Clerk) 238.362-010				CBE REQUIREMENTS MET	LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
EM-04	Demonstrating steps to prepare for a new job in marketing			X	X			X	X					X	X	X		X
EM-05	Demonstrating a knowledge of how to advance in the career			X	X			X	X					X	X			X

TASK LISTING BY DOT CODE

GENERAL MARKETING

V-45

TASK NO.	TASK NAME	UNIT NO.	POSSIBLE EXIT POINTS — DOT DESCRIPTIONS: PETROLEUM	Automobile-Service Station Attendant — DOT NO. 915.467-010	(Service Station Attendant)	Cashier II Cashier — DOT NO. 211.462.010		HOTEL/MOTEL LODGING	Bellhop (Bellperson) — DOT NO. 324.677-010	Hotel Clerk (Room Clerk) — DOT NO. 238.362-010				CBE REQUIREMENTS MET	LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
MH-04	Storing and maintaining merchandise			X		X									X				X
MH-05	Taking inventory and completing stock-keeping reports			X		X			X	X					X		X		X
MH-06	Filling orders			X		X			X	X					X		X		X
MH-07	Using appropriate materials to properly package merchandise			X		X				X					X				X
MH-08	Routing and loading goods for delivery			X		X			X	X					X		X	X	X
MH-09	Selecting and operating materials handling equipment														X				X
EP-01	Planning for future career			X		X			X	X					X	X	X	X	X
EP-02	Identifying education and training opportunities			X		X			X	X					X	X	X	X	X
EP-03	Identifying sources for future marketing employment			X		X			X	X					X	X	X	X	X

TASK LISTING BY DOT CODE

GENERAL MARKETING

V-46

TASK NO.	TASK NAME	UNIT NO.	POSSIBLE EXIT POINTS PETROLEUM	Automobile-Service Station Attendant (Service Station Attendant) 915.467-010	Cashier II Cashier 211.462.010	HOTEL/MOTEL LODGING	Bellhop (Bellperson) 324.677-010	Hotel Clerk (Room Clerk) 238.362-010	CBE REQUIREMENTS MET LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
VM-06	Identifying tools/materials equipment needed for visual merchandising			X	X		X	X		X			X
VM-07	Practicing safety procedures in visual merchandising			X	X		X	X	X	X	X	X	X
VM-08	Preparing merchandise for display			X	X			X	X				X
VM-09	Constructing background, signs, mannequins for display			X	X				X	X			X
VM-10	Stripping and installing a window or interior display			X	X				X				X
MH-01	Relating the importance of physical distribution			X	X		X	X	X		X	X	X
MH-02	Unloading, checking, and moving goods			X			X	X	X				X
MH-03	Preparing and placing price tickets on merchandise			X	X				X				X

TASK LISTING BY DOT CODE

GENERAL MARKETING

TASK NO.	TASK NAME	POSSIBLE EXIT POINTS DOT DESCRIPTIONS / DOT NO. UNIT NO.	PETROLEUM	Automobile-Service Station Attendant (Service Station Attendant) 915.467-010	Cashier II Cashier 211.462.010		HOTEL/MOTEL LODGING	Bellhop (Bellperson) 324.677-010	Hotel Clerk (Room Clerk) 238.362-010				CBE REQUIREMENTS MET	LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
AD-04	Planning an advertising program			X														X
AD-05	Identifying psychological concepts that influence advertising			X	X			X	X					X	X		X	X
AD-06	Constructing print advertisements			X										X				
AD-07	Creating electronic advertisements			X										X				
VM-01	Explaining the role of visual merchandising in marketing			X	X			X	X					X	X	X	X	
VM-02	Identifying function of displays			X	X			X	X									
VM-03	Applying elements of display design			X	X			X	X					X			X	
VM-04	Identifying displays by types			X	X			X	X					X	X		X	
VM-05	Planning visual merchandising			X					X									

TASK LISTING BY DOT CODE

GENERAL MARKETING

TASK NO.	TASK NAME	UNIT NO.	POSSIBLE EXIT POINTS DOT DESCRIPTIONS / DOT NO. PETROLEUM	Automobile-Service Station Attendant (Service Station Attendant) 915.467-010	Cashier II Cashier 211.462.010		HOTEL/MOTEL LODGING	Bellhop (Bellperson) 324.677-010	Hotel Clerk (Room Clerk) 238.362-010				CBE REQUIREMENTS MET	LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
PS-15	Demonstrating techniques to handle business losses			X	X			X	X							X		X
CS-01	Demonstrating an understanding of customer services			X	X			X	X						X	X	X	X
CS-02	Relating the importance of providing customer services			X	X			X	X							X	X	
CS-03	Communicating availability of customer service			X	X			X	X					X		X		X
CS-04	Providing selected customer services			X	X			X	X					X				X
CS-05	Demonstrating positive human-relation skills when confronted with problem customers			X	X			X	X					X	X	X		X
AD-01	Demonstrating an understanding of advertising purposes and uses			X	X			X	X					X		X		X
AD-02	Comparing media characteristics			X	X			X	X					X				X
AD-03	Demnostrating an awareness of advertising policies and media used by the training station or potential training station			X	X			X	X					X		X	X	X

TASK LISTING BY DOT CODE

GENERAL MARKETING

TASK NO.	TASK NAME	UNIT NO.	PETROLEUM	Automobile-Service Station Attendant	(Service Station Attendant)	Cashier II Cashier		HOTEL/MOTEL LODGING	Bellhop (Bellperson)	Hotel Clerk (Room Clerk)				CBE REQUIREMENTS MET	LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
	POSSIBLE EXIT POINTS: DOT NO.			915.467-010		211.462.010			324.677-010	238.362-010									
PS-06	Determining a customer's needs			X		X			X	X					X	X			X
PS-07	Presenting a sales talk on a product or service			X		X				X					X	X	X		X
PS-08	Demonstrating the use of a product or service			X		X			X	X					X	X	X		X
PS-09	Handling a customer's questions/objections			X		X			X	X					X	X			X
PS-10	Utilizing closing techniques			X		X				X					X	X			X
PS-11	Employing plus/suggestion techniques			X		X			X	X									X
PS-12	Completing sales forms and closing mechanics			X		X			X	X					X	X			X
PS-13	Operating a cash register and handling money			X		X			X	X					X		X		X
PS-14	Developing a plan to follow-up a sale			X						X					X				X

TASK LISTING BY DOT CODE

GENERAL MARKETING

TASK NO.	TASK NAME	UNIT NO.	POSSIBLE EXIT POINTS											CBE REQUIREMENTS MET					
			DOT DESCRIPTIONS												LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
			PETROLEUM	Automobile-Service Station Attendant	(Service Station Attendant)	Cashier II Cashier		HOTEL/MOTEL LODGING	Bellhop (Bellperson)	Hotel Clerk (Room Clerk)									
			DOT NO.	915.467-010		211.462.010			324.677-010	238.362-010									
SP-01	Identifying components of sales promotion			X		X			X	X								X	X
SP-02	Identifying roles personnel involved in sales promotion			X		X			X	X							X	X	X
SP-03	Demonstrating an understanding of coordination of sales promotion activities			X		X			X	X							X	X	X
PS-01	Relating the role and importance of sales personnel			X		X			X	X					X	X	X	X	X
PS-02	Developing product fact sheets and product analysis sheets on the features and benefits			X		X			X	X					X		X	X	X
PS-03	Determining sources of prospects and qualifying them			X		X			X	X					X		X	X	X
PS-04	Gathering and organizing preapproach information																	X	X
PS-05	Approaching a prospect			X		X			X	X									X

TASK LISTING BY DOT CODE

GENERAL MARKETING

		POSSIBLE EXIT POINTS																	
		DOT DESCRIPTIONS	PETROLEUM	Automobile-Service Station Attendant	(Service Station Attendant)	Cashier II Cashier		HOTEL/MOTEL LODGING	Bellhop (Bellperson)	Hotel Clerk (Room Clerk)				CBE REQUIREMENTS MET					
		DOT NO.		915.467-010		211.462-010			324.677-010	238.362-010					LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
TASK NO.	TASK NAME	UNIT NO.																	
EM-07	Identifying factors which motivate consumers to buy			X		X			X	X							X	X	X
EM-08	Classifying business organizations based on form of ownership and tasks performed			X		X			X	X							X		X
EM-09	Making business decisions for profit, efficiency and organizational goals			X		X			X	X					X	X	X		X
EM-10	Applying marketing strategies and non-price competition			X		X			X	X									X
EM-11	Describing government's role in the economic environment			X		X			X	X					X		X	X	X

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TASK LISTING BY DOT CODE

GENERAL MARKETING

		POSSIBLE EXIT POINTS												CBE REQUIREMENTS MET					
		DOT DESCRIPTIONS	PETROLEUM	Automobile-Service Station Attendant	(Service Station Attendant)	Cashier II Cashier		HOTEL/MOTEL LODGING	Bellhop (Bellperson)	Hotel Clerk (Room Clerk)									
TASK NO.	TASK NAME	DOT NO. UNIT NO.		915.467-010		211.462.010			324.677-010	238.362-010					LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
OR-01	Describing the objectives of the marketing and distributive education program			X		X			X	X					X	X		X	
OR-02	Demonstrating the responsibilities and rewards of on-the-job training			X		X			X	X					X	X	X		X
OR-03	Participating in a diamond initiation of members ceremony			X		X			X	X					X	X	X		
OR-04	Demonstrating a knowledge of pertinent DECA facts, including all organizational			X		X			X	X					X		X		
	levels																		
OR-05	Electing chapter officers			X		X			X	X					X	X			X
OR-06	Developing a program of work and an operating budget			X		X			X	X					X			X	X
OR-07	Demonstrating a knowledge of career opportunities available in marketing			X		X			X	X					X	X	X		X
EM-01	Describing basic knowledge of economic terms applied to marketing			X		X			X	X					X	X	X		X

TASK LISTING BY DOT CODE

GENERAL MARKETING

TASK NO.	TASK NAME	UNIT NO.	PETROLEUM	Automobile-Service Station Attendant (Service Station Attendant) 915.467-010		Cashier II (Cashier) 211.462-010		HOTEL/MOTEL LODGING	Bellhop (Bellperson) 324.677-010	Hotel Clerk (Room Clerk) 237.362-010				CBE REQUIREMENTS MET	LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
EM-02	Demonstrating a knowledge of how an economic system answers three basic questions of production			X		X			X	X					X	X	X		
EM-03	Explaining that private ownership of the means of production is the basis of economic and political freedom			X		X			X	X					X	X	X	X	X
EM-04	Describing how the market system operates as an independant price-directed system of exchange which satisifes needs and wants			X		X			X	X					X		X	X	X
EM-05	Describing the functions of marketing and its effect on innovation			X		X			X	X					X		X	X	X
EM-06	Demonstrating the relationship between supply and demand and price			X		X			X	X					X		X	X	X

TASK LISTING BY DOT CODE

GENERAL MARKETING

TASK NO.	TASK NAME	UNIT NO.	POSSIBLE EXIT POINTS											CBE REQUIREMENTS MET					
	DOT DESCRIPTIONS		WHOLESALING	Packager, Hand (Packer)	Laborer, Stores (Marker)	Material Handler	Laborer, Stores (Order Selector)	Laborer, Stores (Stockperson)	Shipping and Receiving Clerk						LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
	DOT NO.			920.587-018	922.687-058	929.687-030	922.687-058	922.687-058	222.387-050										
MH-04	Storing and maintaining merchandise			X	X	X	X	X	X						X			X	X
MH-05	Taking inventory and completing stock-keeping reports			X	X	X	X	X	X						X		X		X
MH-06	Filling orders			X	X	X	X	X	X						X				X
MH-07	Using appropriate materials to properly package merchandise			X	X	X	X	X	X						X				X
MH-08	Routing and loading goods for delivery			X	X	X	X	X	X						X				X
MH-09	Selecting and operating materials handling equipment			X	X	X	X	X	X						X				X
EP-01	Planning for future career			X	X	X	X	X	X						X	X	X	X	X
EP-02	Identifying education and training opportunities			X	X	X	X	X	X						X	X	X	X	X
EP-03	Identifying sources for future marketing employment			X	X	X	X	X	X						X	X	X	X	X

TASK LISTING BY DOT CODE

GENERAL MARKETING

TASK NO.	TASK NAME	UNIT NO.	POSSIBLE EXIT POINTS DOT DESCRIPTIONS: WHOLESALING DOT NO.	Packager, Hand (Packer) 920.587-018	Laborer, Store (Marker) 922.687-058	Material Handler 929.687-030	Laborer, Stores (Order Selector) 922.687-058	Laborer, Stores (Stockperson) 922.687-058	Shipping and Receiving Clerk 222.387-050					CBE REQUIREMENTS MET	LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
EM-07	Identifying factors which motivate consumers to buy			X	X	X	X	X	X								X	X	X
EM-08	Classifying business organizations based on form of ownership and tasks performed			X	X	X	X	X	X								X		X
EM-09	Making business decisions for profit, efficiency and organizational goals			X	X	[illegible]	X	X	X						X	X	X		X
EM-10	Applying marketing strategies and non-price competition			X	X	X	X	X	X						X		X	X	X
EM-11	Describing government's role in the economic environment			X	X	X	X	X	X						X		X	X	X

TASK LISTING BY DOT CODE

GENERAL MARKETING

POSSIBLE EXIT POINTS

TASK NO.	TASK NAME	UNIT NO.	WHOLESALING	Packager, Hand (Packer) 920.587-018	Laborer, Stores (Marker) 922.687-058	Material Handler 929.687-030	Laborer, Stores (Order Selector) 922.687-058	Laborer, Stores (Stockperson) 922.687-058	Shipping and Receiving Clerk 222.387-050					CBE REQUIREMENTS MET	LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
EM-02	Demonstrating a knowledge of how an economic system answers three basic questions of production			X	X	X	X	X	X						X	X	X		
EM-03	Explaining that private ownership of the means of production is the basis of economic and political freedom			X	X	X	X	X	X						X	X	X	X	X
EM-04	Describing how the market system operates as an independant price-directed system of exchange which satisifes needs and wants			X	X	X	X	X	X						X		X	X	X
EM-05	Describing the functions of marketing and its effect on innovation			X	X	X	X	X	X						X		X	X	X
EM-06	Demonstrating the relationship between supply and demand and price			X	X	X	X	X	X						X		X	X	X

TASK LISTING BY DOT CODE

GENERAL MARKETING

TASK NO.	TASK NAME	POSSIBLE EXIT POINTS UNIT NO.	DOT DESCRIPTIONS: WHOLESALING	Packager, Hand (Packer) DOT NO. 920.587-018	Laborer, Stores (Marker) 922.687-058	Material Handler 929.687-030	Laborer, Stores (Order Selector) 922.687-058	Laborer, Stores (Stockperson) 922.687-058	Shipping and Receiving Clerk 222.387-050					CBE REQUIREMENTS MET	LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
OR-01	Describing the objectives of the marketing and distributive education program			X	X	X	X	X	X						X	X		X	
OR-02	Demonstrating the responsibilities and rewards of on-the-job training			X	X	X	X	X	X						X	X	X		X
OR-03	Participating in a diamond initiation of members ceremony			X	X	X	X	X	X						X	X	X		
OR-04	Demonstrating a knowledge of pertinent DECA facts, including all organizational			X	X	X	X	X	X						X		X		
	levels																		
OR-05	Electing chapter officers			X	X	X	X	X	X						X	X			X
OR-06	Developing a program of work and an operating budget			X	X	X	X	X	X						X			X	X
OR-07	Demonstrating a knowledge of career opportunities available in marketing			X	X	X	X	X	X						X	X	X		X
EM-01	Describing basic knowledge of economic terms applied to marketing			X	X	X	X	X	X						X	X	X		X

TASK LISTING BY DOT CODE

GENERAL MARKETING

		POSSIBLE EXIT POINTS DOT DESCRIPTIONS	WHOLESALING	Packager, Hand (Packer)	Laborer, Stores (Marker)	Material Handler	Laborer, Stores (Order Selector)	Laborer, Stores (Stockperson)	Shipping and Receiving Clerk					CBE REQUIREMENTS MET	LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
		DOT NO.		920.587-018	922.687-058	929.687-030	922.687-058	922.687-058	222.387-050										
TASK NO.	TASK NAME	UNIT NO.																	
EP-04	Demonstrating steps to prepare for a new job in marketing			X	X	X	X	X	X						X	X	X		X
EP-05	Demonstrating a knowledge of how to advance in the career			X	X	X	X	X	X						X	X			X

TASK LISTING BY DOT CODE

GENERAL MARKETING

TASK NO.	TASK NAME	UNIT NO.	POSSIBLE EXIT POINTS											CBE REQUIREMENTS MET				
			DOT DESCRIPTIONS: WHOLESALING	Packager, Hand (Packer)	Laborer, Stores (Marker)	Material Handler	Laborer, Stores (Order Selector)	Laborer, Stores (Stockperson)	Shipping and Receiving Clerk									
			DOT NO.	920.587-018	922.687-058	929.687-030	922.687-058	922.687-058	222.387-050					LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
PS-15	Demonstrating techniques to handle business losses			X	X	X	X	X	X							X		X
CS-01	Demonstrating an understanding of customer services			X	X	X	X	X	X						X	X	X	X
CS-02	Relating the importance of providing customer services			X	X	X	X	X	X							X	X	
CS-03	Communicating availability of customer service			X	X	X	X	X	X					X		X		X
CS-04	Providing selected customer services			X	X	X	X	X	X					X				X
CS-05	Demonstrating positive human relation skills when confronted with problem customers			X	X	X	X	X	X					X	X	X		X
AD-01	Demonstrating an understanding of advertising purposes and uses			X	X	X	X	X	X					X		X		X
AD-02	Comparing media characteristics			X	X	X	X	X	X					X				X
AD-03	Demonstrating an awareness of advertising policies and media used by the training station or potential training station			X	X	X	X	X	X					X		X	X	X

TASK LISTING BY DOT CODE

GENERAL MARKETING

TASK NO.	TASK NAME	UNIT NO.	POSSIBLE EXIT POINTS DOT DESCRIPTIONS: WHOLESALING	Packager, Hand (Packer) 920.587-018	Laborer, Stores (Marker) 922.687-058	Material Handler 929.687-030	Laborer, Stores (Order Selector) 922.687-058	Laborer, Stores (Stockperson) 922.687-058	Shipping and Receiving Clerk 222.387-050					CBE REQUIREMENTS MET	LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
AD-04	Planning an advertising program																		X
AD-05	Identifying psychological concepts that influence advertising			X	X	X	X	X	X						X	X		X	X
AD-06	Constructing print advertisements														X				X
AD-07	Creating electronic advertisements														X				X
VM-01	Explaining the role of visual merchandising in marketing			X	X	X	X	X	X						X	X	X	X	X
VM-02	Identifying function of displays			X	X	X	X	X	X										X
VM-03	Applying elements of display design														X			X	X
VM-04	Identifying displays by types			X	X	X	X	X	X						X	X		X	X
VM-05	Planning visual merchandising																		X

TASK LISTING BY DOT CODE

GENERAL MARKETING

		POSSIBLE EXIT POINTS												CBE REQUIREMENTS MET					
		DOT DESCRIPTIONS	WHOLESALING	Packager, Hand (Packer)	Laborer, Stores (Marker)	Material Handler	Laborer, Stores (Order Selector)	Laborer, Stores (Stockperson)	Shipping and Receiving Clerk										
		DOT NO.		920.587-018	922.687-058	929.687-030	922.687-058	922.687-058	222.387-050										
TASK NO.	TASK NAME	UNIT NO.													LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
VM-06	Identifying tools/materials equipment needed for visual merchandising			X	X	X	X	X	X							X			X
VM-07	Practicing safety procedures in visual merchandising			X	X	X	X	X	X						X	X	X	X	X
VM-08	Preparing merchandise for display														X				X
VM-09	Constructing background, signs, mannequins for display														X	X			X
VM-10	Stripping and installing a window or interior display														X				X
MH-01	Relating the importance of physical distribution			X	X	X	X	X	X						X		X	X	X
MH-02	Unloading, checking, and moving goods			X	X	X	X	X	X						X				X
MH-03	Preparing and placing price tickets on merchandise			X	X	X	X	X	X						X				X

TASK LISTING BY DOT CODE

GENERAL MARKETING

TASK NO.	TASK NAME	UNIT NO.	POSSIBLE EXIT POINTS: WHOLESALING	Packager, Hand (Packer) 920.587-018	Laborer, Stores (Marker) 922.687-058	Material Handler 929.687-030	Laborer, Stores (Order Selector) 922.687-058	Laborer, Stores (Stockperson) 922.687-058	Shipping and Receiving Clerk 222.387-050					CBE REQUIREMENTS MET	LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
PS-06	Determining a customer's needs			X	X	X	X	X	X						X	X			X
PS-07	Presenting a sales talk on a product or service						X		X						X	X	X		X
PS-08	Demonstrating the use of a product or service								X						X	X	X		X
PS-09	Handling a customer's questions/objections						X		X						X	X			X
PS-10	Utilizing closing techniques						X		X						X	X			X
PS-11	Employing plus/suggestion techniques						X		X										X
PS-12	Completing sales forms and closing mechanics						X	X	X						X	X			X
PS-13	Operating a cash register and handling money								X						X		X		X
PS-14	Developing a plan to follow-up a sale														X				X

V-62

TASK LISTING BY DOT CODE

GENERAL MARKETING

TASK NO.	TASK NAME	UNIT NO.	POSSIBLE EXIT POINTS: DOT DESCRIPTIONS / DOT NO.: WHOLESALING	Packager, Hand (Packer) 920.587-018	Laborer, Stores (Marker) 922.687-058	Material Handler 929.687-030	Laborer, Stores (Order Selector) 922.687-058	Laborer, Stores (Stockperson) 922.687-058	Shipping and Receiving Clerk 222.387-050					CBE REQUIREMENTS MET	LEARNER	INDIVIDUAL	CITIZEN	CONSUMER	PRODUCER
SP-01	Identifying components of sales promotion			X	X	X	X	X	X									X	X
SP-02	Identifying roles personnel involved in sales promotion			X	X	X	X	X	X								X	X	X
SP-03	Demonstrating an understanding of coordination of sales promotion activities			X	X	X	X	X	X								X	X	X
PS-01	Relating the role and importance of sales personnel			X	X	X	X	X	X						X	X	X	X	X
PS-02	Developing product fact sheets and product analysis sheets on the features and														X		X	X	X
	benefits																		
PS-03	Determining sources of prospects and qualifying them														X		X	X	X
PS-04	Gathering and organizing preapproach information																	X	X
PS-05	Approaching a prospect			X	X	X	X	X	X										X

CURRICULUM STRUCTURE

CURRICULUM STRUCTURE

Contents Listing

Curriculum Structure Introduction 3
Individualized Instruction Approach 4
Group Instruction Approach 5

CURRICULUM STRUCTURE INTRODUCTION

In this section a curriculum structure, a method for organizing curriculum content into a logical teaching plan, is presented for both individualized and group instructional approaches.

A curriculum structure can be organized by using several alternatives (i.e. phase, major block, school course title, etc.). In the examples provided in this section, both individualized and group curriculum structures are organized by courses. Specific topics included in each course are provided underneath the course title. Refer to the example below.

MARKETING PRINCIPLES

(course)

Orientation - General Marketing
DECA
Economics of Marketing
Marketing Careers
Business Organizations
Business Decisions

The major difference between the individualized and group instructional approaches is the pace in which students proceed through a program. In the individualized approach, students proceed at their optimum learning pace until each task is mastered. In the group instructional approach, students proceed through the program at the same pace in a lock-step fashion.

Presented on the following pages are suggested examples of both individualized and group curriculum structures. Either structure can be rearranged to meet the needs of your particular program situation.

GENERAL MARKETING SUGGESTED CURRICULUM STRUCTURE

MARKETING PRINCIPLES

- Orientation - General Marketing
    - DECA
    - Leadership
    - Marketing Careers
- Economics of Marketing
    - Economic Systems
    - Free Enterprise
    - Business Organizations
    - Business Decisions

MARKETING STRATEGIES

- Introduction to Promotion
- Personal Selling
- Customer Service
- Advertising

MARKETING APPLICATIONS

- Visual Merchandising
- Materials Handling
- Employment Procedure

*Individualized Instruction Approach

GENERAL MARKETING SUGGESTED CURRICULUM STRUCTURE

*Group Instruction Approach

Alternative 1

QUARTER 1

Marketing Principles	Class Hours	Lab Hours
Orientation - General Marketing	2	0
DECA	6	1
Leadership	6	4
Marketing Careers	4	1
Economics of Marketing	5	2
Economic System	2	0
Free Enterprise	9	4
Business Organizations	4	5
Business Discussions	4	1
	42	18
TOTAL HOURS:	60	

QUARTER 2

Marketing Strategies	Class Hours	Lab Hours
Introduction to Promotion	4	1
Personal Selling	17	8
Customer Service	8	7
Advertising	10	5
	39	21
TOTAL HOURS:	60	

QUARTER 3

Marketing Applications	Class Hours	Lab Hours
Visual Merchandisng	7.5	7.5
Materials Handling	17	18
Employment Procedure	5	5
	29.5	30.5

TOTAL HOURS: 60

*Group Instruction Approach

Alternative 2

SEMESTER 1

Marketing Principles	Class Hours	Lab Hours
Orientation - General Marketing	2	0
DECA	6	1
Leadership	6	4
Marketing Careers	4	1
Economics of Marketing	5	2
Economic Systems	2	0
Free Enterprise	9	4
Business Organizations	4	5
Business Decisions	4	1
Introduction to Promotion	4	1
Personal Selling	17	8
	63	27
TOTAL HOURS:	90	

SEMESTER 2

Marketing Applications	Class Hours	Lab Hours
Customer Service	8	7
Advertising	10	5
Visual Merchandising	7.5	7.5
Materials Handling	17	18
Employment Procedure	5	5
	47.5	42.5
TOTAL HOURS:	90	

CURRICULUM CONTENT

CURRICULUM CONTENT

Contents Listing

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CURRICULUM CONTENT INTRODUCTION

In this section, the General Marketing curriculum content is sequenced in a three quarter or two semester program. Quarters are completely contained within a single curriculum content area. Semesters may be contained in overlapping curriculum content areas. For each quarter/semester, a course outline, unit sheets and exit point diagrams pertinent to the management of each quarter/semester is provided. This is only a suggested method for sequencing the program. Modifications may be required to meet your specific needs.

COURSE OUTLINE

A course outline is a suggested method for structuring tasks or unit competencies into an instructional plan. More specifically, a course outline is a grouping of tasks or unit competencies which have a common performance base (i.e. phase, major black, D.O.T Code, school course title, etc.). Course titles are used in the General Marketing course outline.

The course outline provides time estimations for each task or unit competnecy. Time estimations are based on the opinions and experiences of several marketing teacher/coordinators, and on published data. The estimates represent minimum times required to accomplish a task or unit competency. Hours may necessitate modifications to accommodate individual student needs. (Refer to the sample outline below.)

GENERAL MARKETING SUGGESTED CURRICULUM STRUCTURE

MARKETING PRINCIPLES

- Orientation - General Marketing
    - DECA
    - Leadership
    - Marketing Careers

- Economics of Marketing
    - Economic Systems
    - Free Enterprise
    - Business Organizations
    - Business Decisions

MARKETING STRATEGIES

- Introduction to Promotion
- Personal Selling
- Customer Service
- Advertising

MARKETING APPLICATIONS

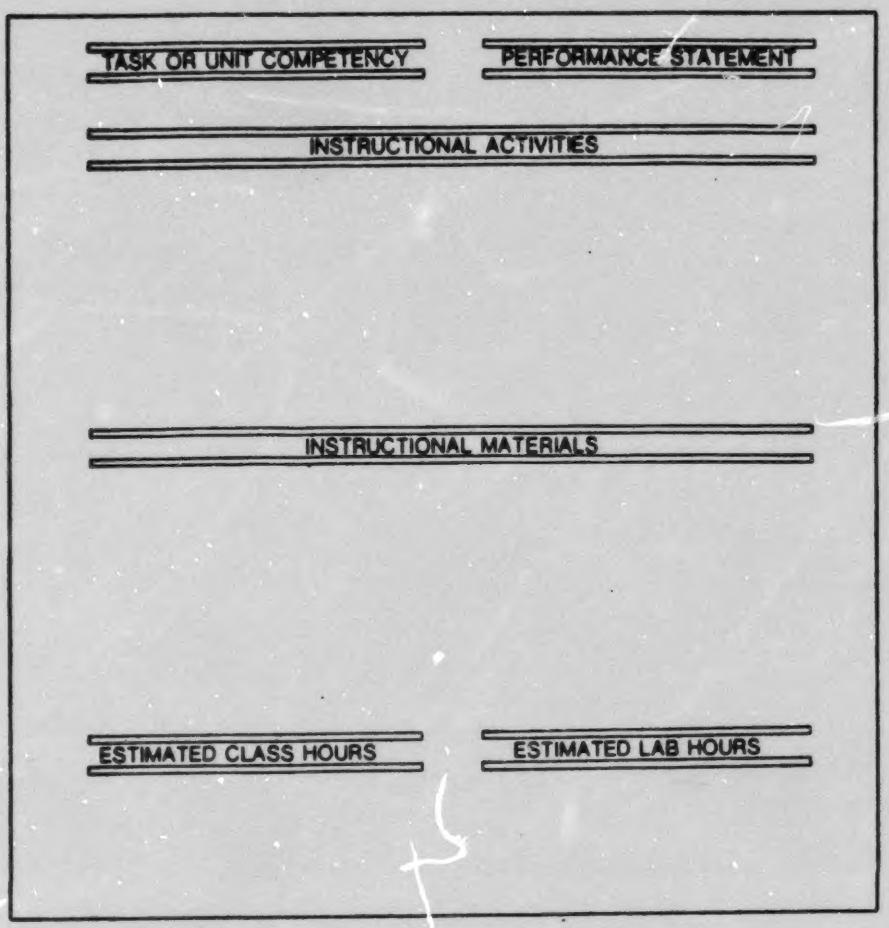
- Visual Merchandising
- Materials Handling
- Employment Procedure

UNIT GUIDES

Unit guide sheets, the core of a curriculum guide, serve as instructional resources which aid the instructor in planning the instruction and/or performance related to tasks or unit competencies.

The unit guides offer instructional approaches for teaching tasks/unit competencies. The unit sheet itself provides instructional activities, instructional materials, class/lab hours and evaluational activities which can be used to teach tasks/unit competencies.

Specific unit guide components, along with a description of each, are provided in the following examples.


TASK OR UNIT COMPETENCY
PERFORMANCE STATEMENT
INSTRUCTIONAL ACTIVITIES
INSTRUCTIONAL MATERIALS
ESTIMATED CLASS HOURS
ESTIMATED LAB HOURS

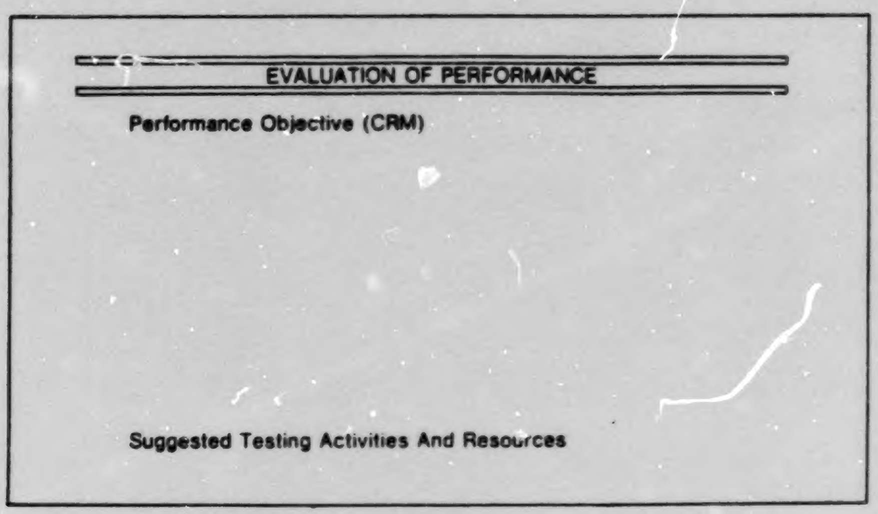
Task or Unit Competency: The smallest division of work in which a measurable output occurs.

Performance Statement: What students are expected to accomplish.

Instructional Activities: Suggested learning activities beneficial for accomplishing the task or unit competency.

Instructional Materials: Suggested materials used to assist in the presentation of instructional activities.

Class/Lab Hours: The ESTIMATED time for completing the insturctional activities and the evaluation. Instructors must use their judgment in determining the percentage of total time spent in the class and in the lab.



EVALUATION OF PERFORMANCE

Performance Objective (CRM)

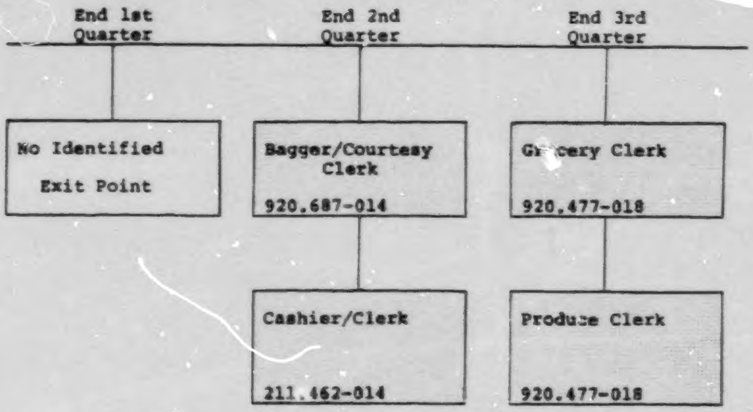
Suggested Testing Activities And Resources

Evaluation of Performance: Includes criterion referenced measures and suggested testing activities and resources pertinent to accomplishing the task or unit competency.

EXIT POINT DIAGRAM

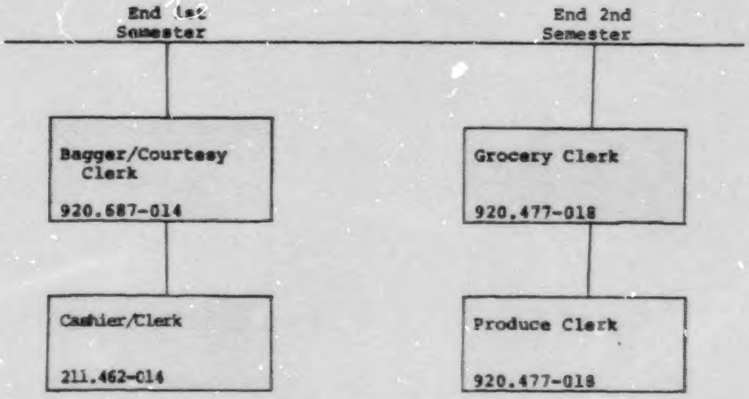
In the General Marketing program students may enter into the cooperative training program and enter the workforce on a part-time basis when the program begins. However, there are certain points in the training when the student will have mastered competencies for the marketing job. These points are known as exit points.

The following diagram graphically depicts the exit points for the General Marketing program. The highlighted block indicates that a student has mastered the competencies required for the job and may leave the training program to enter the workforce at that occupation.



FOODS MARKETING

End 1st Quarter
End 2nd Quarter
End 3rd Quarter
No Identified Exit Point
Bagger/Courtesy Clerk
920.687-014
Grocery Clerk
920.477-018
Cashier/Clerk
211.462-014
Produce Clerk
920.477-018

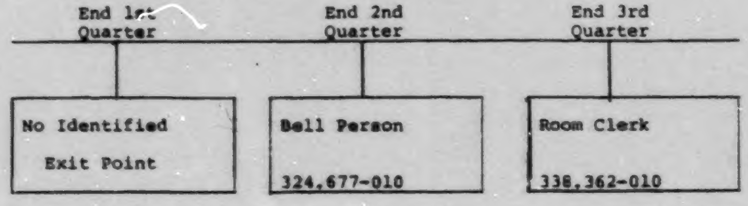


FOOD MARKETING

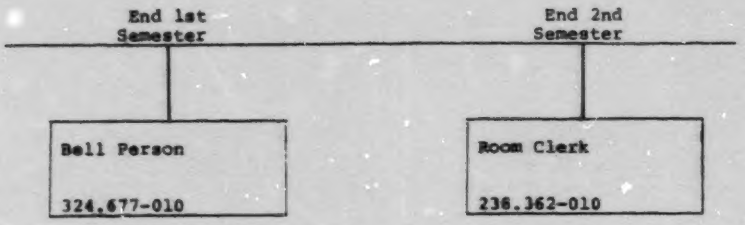
End 1st Semester
End 2nd Semester
Bagger/Courtesy Clerk
920.687-014
Grocery Clerk
920.477-018
Cashier/Clerk
211.462-014
Produce Clerk
920.477-018

EXIT POINT DIAGRAM

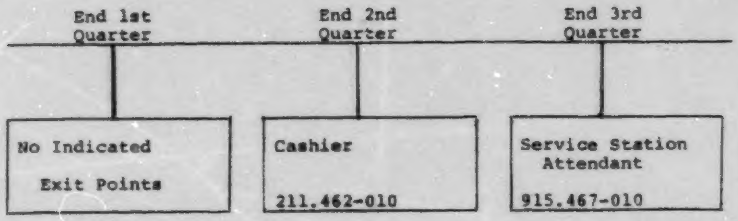
HOTEL LODGING


End 1st Quarter
End 2nd Quarter
End 3rd Quarter
No Identified Exit Point
Bell Person
324.677-010
Room Clerk
338.362-010

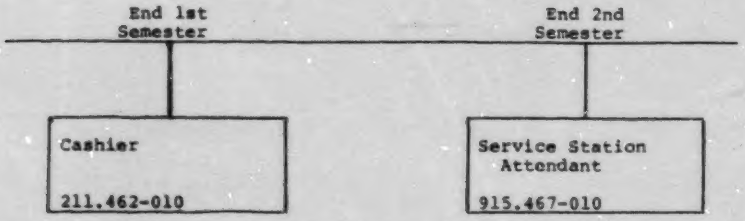
HOTEL LODGING


End 1st Semester
End 2nd Semester
Bell Person
324.677-010
Room Clerk
238.362-010

PETROLEUM MARKETING

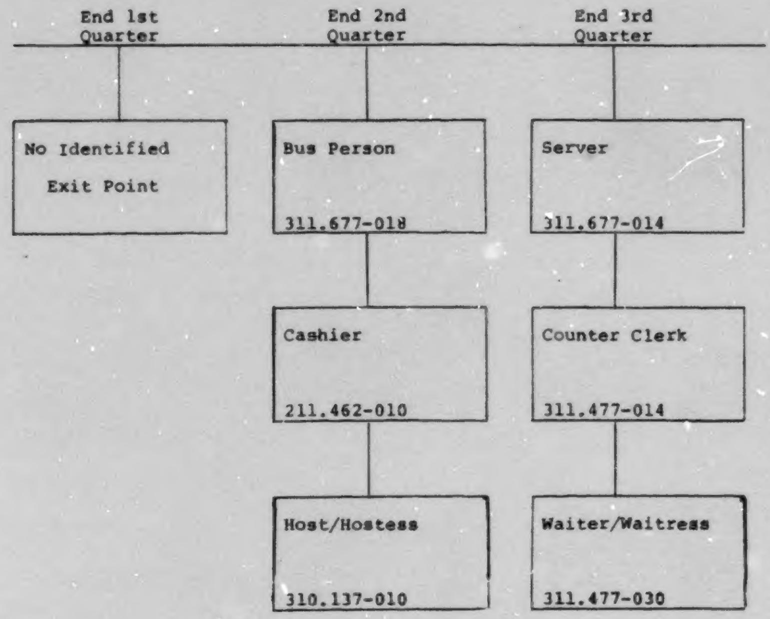

End 1st Quarter
End 2nd Quarter
End 3rd Quarter
No Indicated Exit Points
Cashier
211.462-010
Service Station Attendant
915.467-010

PETROLEUM MARKETING

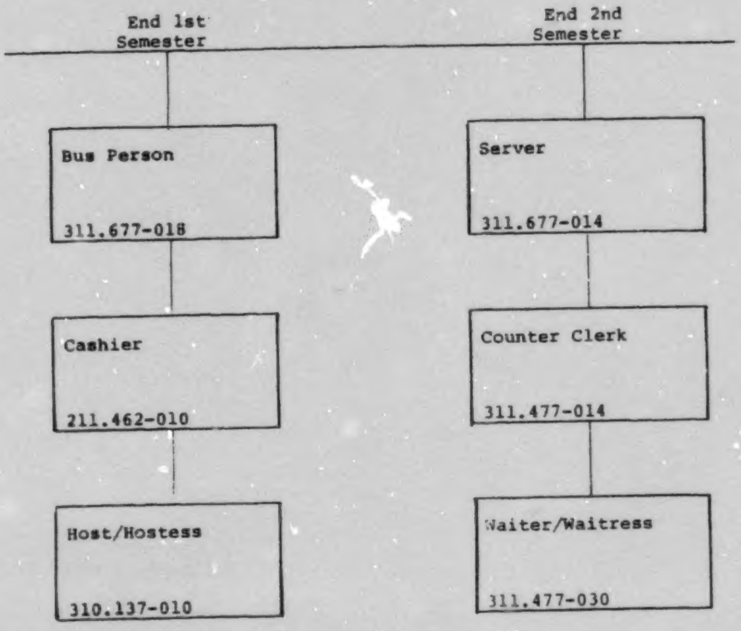

End 1st Semester
End 2nd Semester
Cashier
211.462-010
Service Station Attendant
915.467-010

EXIT POINT DIAGRAM

FOOD SERVICE

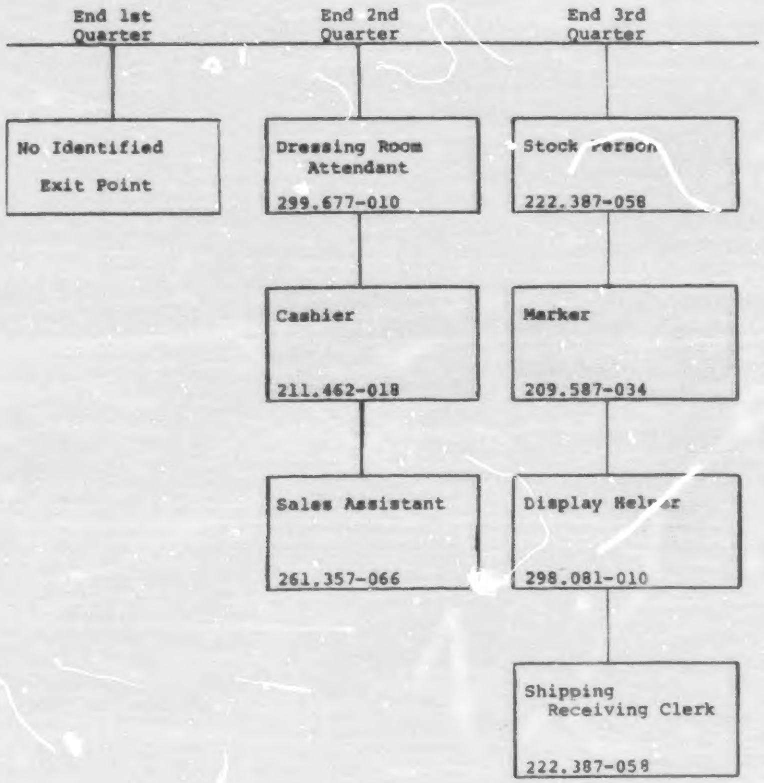

End 1st Quarter
End 2nd Quarter
End 3rd Quarter
No Identified Exit Point
Bus Person
311.677-018
Server
311.677-014
Cashier
211.462-010
Counter Clerk
311.477-014
Host/Hostess
310.137-010
Waiter/Waitress
311.477-030

FOODS SERVICE


End 1st Semester
End 2nd Semester
Bus Person
311.677-018
Server
311.677-014
Cashier
211.462-010
Counter Clerk
311.477-014
Host/Hostess
310.137-010
Waiter/Waitress
311.477-030

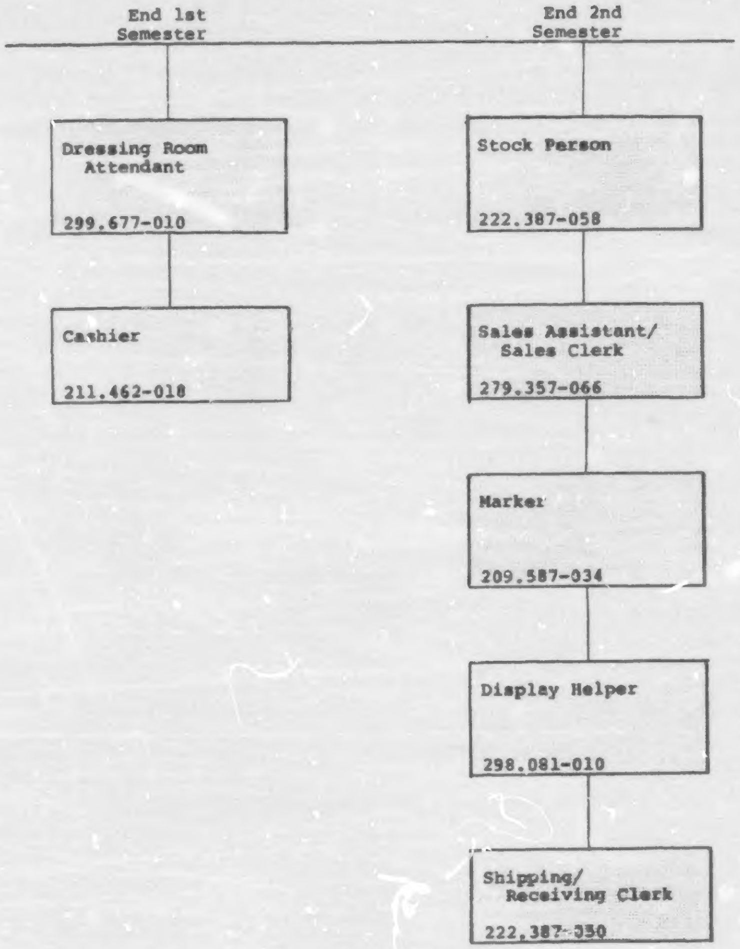
EXIT POINT DIAGRAM

APPAREL AND ACCESSORIES


End 1st Quarter
End 2nd Quarter
End 3rd Quarter
No Identified Exit Point
Dressing Room Attendant
299.677-010
Cashier
211.462-018
Sales Assistant
261.357-066
Stock Person
222.387-058
Marker
209.587-034
Display Helper
298.081-010
Shipping Receiving Clerk
222.387-058

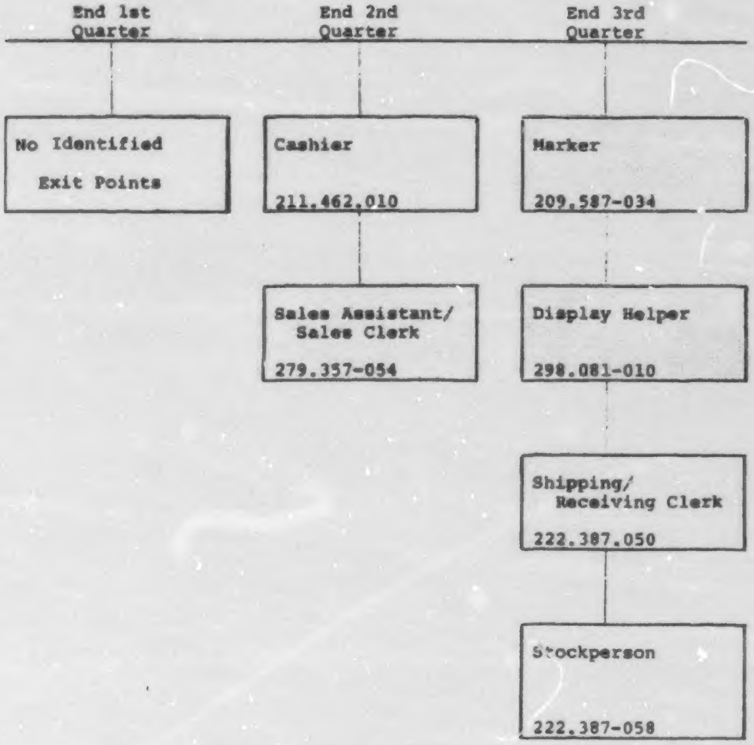
EXIT POINT DIAGRAM

APPAREL AND ACCESSORIES


End 1st Semester
End 2nd Semester
Dressing Room Attendant
299.677-010
Cashier
211.462-018
Stock Person
222.387-058
Sales Assistant/ Sales Clerk
279.357-066
Marker
209.587-034
Display Helper
298.081-010
Shipping/ Receiving Clerk
222.387-050

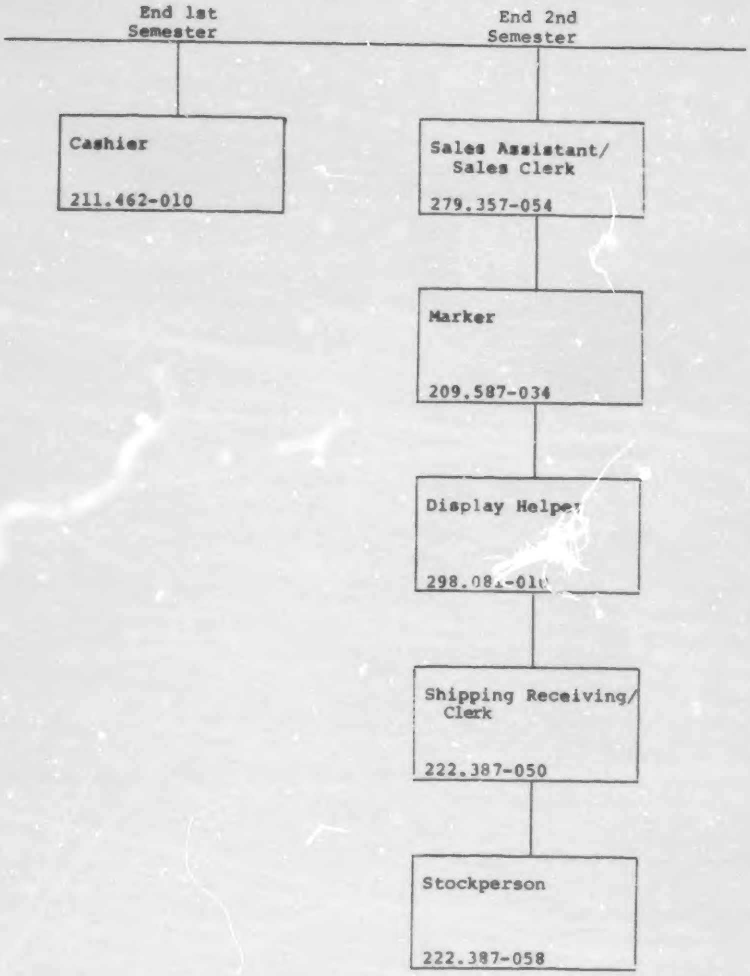
EXIT POINT DIAGRAM

GENERAL MERCHANDISING


End 1st Quarter
End 2nd Quarter
End 3rd Quarter
No Identified Exit Points
Cashier 211.462.010
Sales Assistant/ Sales Clerk 279.357-054
Marker 209.587-034
Display Helper 298.081-010
Shipping/ Receiving Clerk 222.387.050
Stockperson 222.387-058

EXIT POINT DIAGRAM

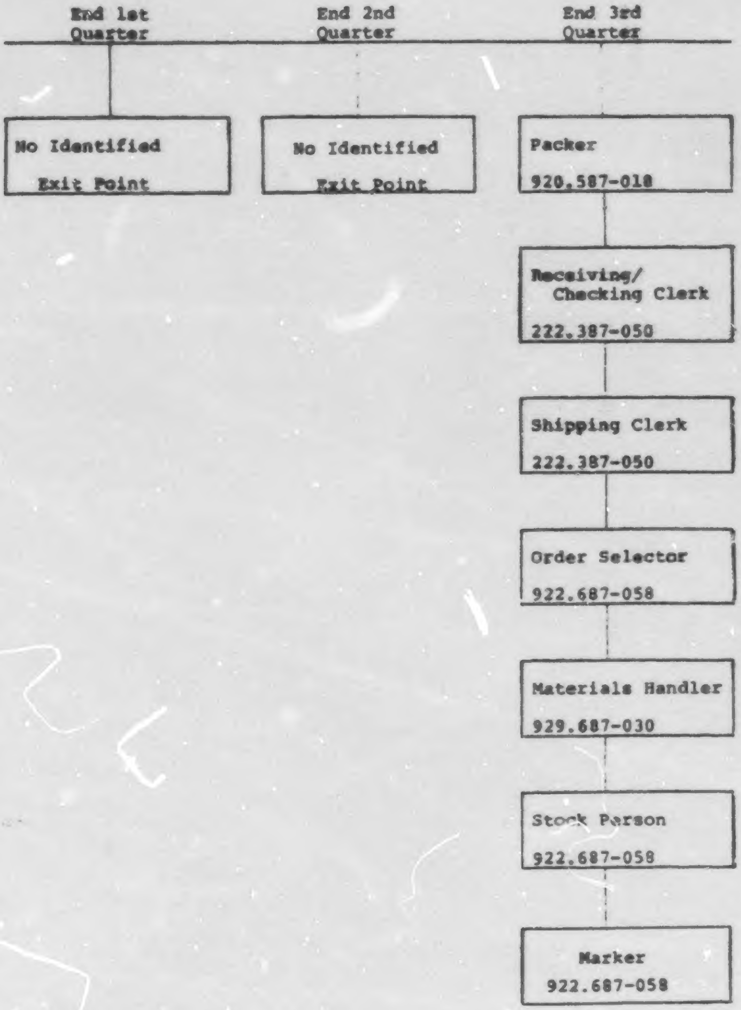
GENERAL MERCHANDISING



End 1st Semester
End 2nd Semester
Cashier
211.462-010
Sales Assistant/ Sales Clerk
279.357-054
Marker
209.587-034
Display Helper
298.081-010
Shipping Receiving/ Clerk
222.387-050
Stockperson
222.387-058

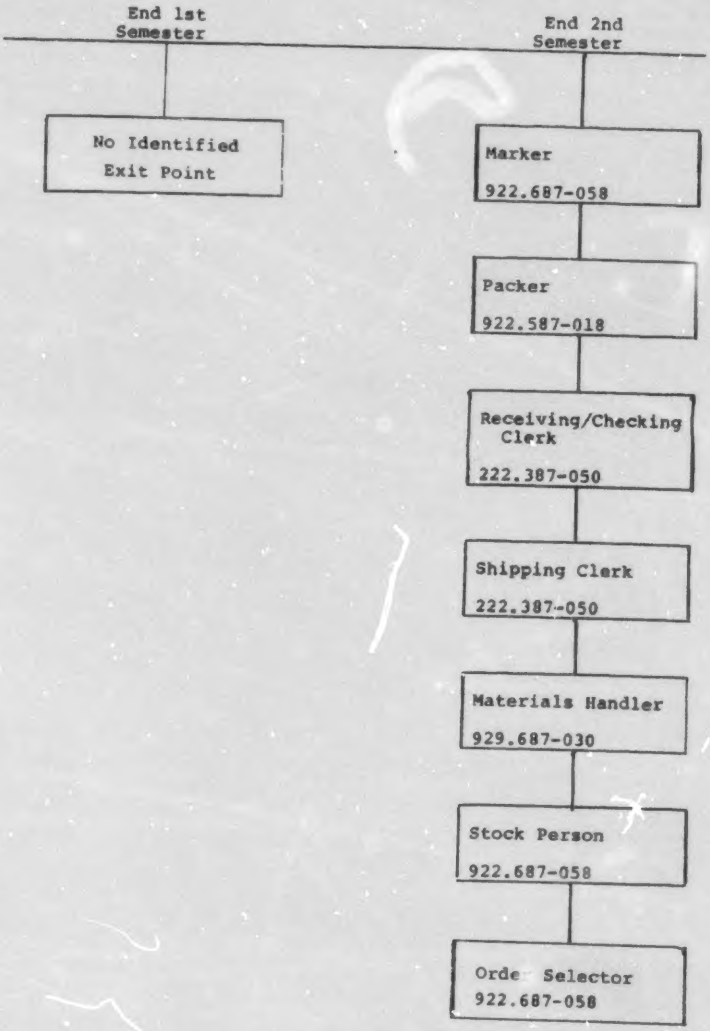
EXIT POINT DIAGRAM

WHOLESALING


End 1st Quarter
End 2nd Quarter
End 3rd Quarter
No Identified Exit Point
No Identified Exit Point
Packer 920.587-018
Receiving/ Checking Clerk 222.387-050
Shipping Clerk 222.387-050
Order Selector 922.687-058
Materials Handler 929.687-030
Stock Person 922.687-058
Marker 922.687-058

EXIT POINT DIAGRAM

WHOLESALING


End 1st Semester
End 2nd Semester
No Identified Exit Point
Marker
922.687-058
Packer
922.587-018
Receiving/Checking Clerk
222.387-050
Shipping Clerk
222.387-050
Materials Handler
929.687-030
Stock Person
922.687-058
Order Selector
922.687-058

CURRICULUM CONTENT

CONTENTS LISTING

QUARTER SYSTEM

Quarter 1

- Introduction
- Task Index
- Course Outline
- Unit Guide Sheets

Quarter 2

- Introduction
- Task Index
- Course Outline
- Unit Guide Sheets

Quarter 3

- Introduction
- Task Index
- Course Outline
- Unit Guide Sheets
- Exit Point Diagrams by Quarter

SEMESTER SYSTEM

Semester 1

- Introduction
- Task Index
- Course Outline
- Unit Guide Sheets

Semester 2

- Introduction
- Task Index
- Course Outline
- Unit Guide Sheets
- Exit Point Diagrams by Semester

QUARTER 1 INTRODUCTION

Quarter 1 consists of the course "Marketing Principles." Units included in this course are "Orientation," tasks OR-01 through OR-07, and "Economics of Marketing," tasks EM-01 through EM-11. Topics covered are objectives of the Marketing and Distributive Education program, on-the-job training, student leadership through DECA, the Nature of Economics, Basic Economic Systems, Market System, Laws of Supply and Demand, and Business Organizations Based on Ownership.

QUARTER 1

Orientation

OR-01 Describing the objectives of the marketing and distributive education program
OR-02 Demonstrating the responsibilities and rewards of on-the-job training
OR-03 Participating in a diamond initiation of members ceremony
OR-04 Demonstrating a knowledge of pertinent DECA facts, including all organizational levels
OR-05 Electing chapter officers
OR-06 Developing a program of work and operational budget
OR-07 Demonstrating a knowledge of career opportunities available in marketing

Economics of Marketing

EM-01 Describing basic knowledge of economic terms applied to marketing
EM-02 Demonstrating a knowledge of how an economic system answers three basic questions of production
EM-03 Explaining that private ownership of the means of production is the basis of economic and political freedom
EM-04 Describing how the market system operates as an independent price-directed system of exchange which satisfies needs and wants
EM-05 Describing the functions of marketing and its effect on innovation
EM-06 Demonstrating the relationship between supply and demand and price
EM-07 Identifying factors which motivate consumers to buy
EM-08 Classifying business organizations based on form of ownership and tasks performed
EM-09 Making business decisions for efficiency, profit, and organizational goals
EM-10 Applying marketing strategies and non-price competition
EM-11 Describing government's role in the economic environment

QUARTER 1

Course Title: Marketing Principles

Orientation - General Marketing

Task/Unit Competency		Class Hours	Lab Hours
OR-01	Describing the objectives of the marketing and distributive education program	2	0
OR-02	Demonstrating the responsibilities and rewards of on-the-job training	2	0
OR-03	Participating in a diamond initiation of members ceremony	4	1
OR-04	Demonstrating a knowledge of pertinent DECA facts, including all organizational levels	2	0
OR-05	Electing chapter officers	3	2
OR-06	Developing a program of work and operational budget	3	2
OR-07	Demonstrating a knowledge of career opportunities available in marketing	2	1
		18	6

Economics of Marketing

Task/Unit Competency		Class Hours	Lab Hours
EM-01	Describing basic knowledge of economic terms applied to marketing	2	0
EM-02	Demonstrating a knowledge of how an economic system answers three basic questions of production	2	0
EM-03	Explaining that private ownership of the means of production is the basis of economic and political freedom	2	1
EM-04	Describing how the market system operates an an independent price-directed system of exchange which satisfied needs and wants	2	0
EM-05	Describing the functions of marketing and its effect on innovation	3	2

Task/Unit Competency		Class Hours	Lab Hours
EM-06	Demonstrating the relationship between supply and demand and price	1	2
EM-07	Identifying factors which motivate consumers to buy	3	1
EM-08	Classifying business organizations based on form of ownerhsip and tasks performed	4	5
EM-09	Making business decisions for efficiency, profit, and organizational goals	2	0
EM-10	Applying marketing strategies and non-price competition	2	1
EM-11	Describing government's role in the economic environment	1	0
		24	12

Quarter 1 Classroom and Lab Hours: 60

Quarter 1 Total Hours: 60

QUARTER 2 INTRODUCTION

Quarter 2 consists of the course "Marketing Strategies." Units included in the course are Sales Promotion, Personal Selling, Customer Service, and Advertising. Topics covered are an introduction to promotion, personal selling, selling mechanics, sales follow-up, shoplifting control, communication of customer handling services, human relations problems, advertising media, advertising planning, and construction of print and electronic advertisements.

QUARTER 2

Customer Service

CS-01	Demonstrating an understanding of customer services
CS-02	Relating the importance of providing customer services
CS-03	Communicating availability of customer services
CS-04	Providing selected customer services
CS-05	Demonstrating positive human relation skills when confronted with problem customers

Advertising

AD-01	Demonstrating an understanding of advertising purposes and uses
AD-02	Comparing media characteristics
AD-03	Demonstrating an awareness of advertising policies and media used by the training station or potential training station
AD-04	Planning an advertising program
AD-05	Identifying psychological concepts that influence advertising
AD-06	Constructing print advertisements
AD-07	Creating electronic advertisements

Sales Promotion

SP-01	Identifying components of sales promotion
SP-02	Identifying roles of personnel involved in sales promotion
SP-03	Demonstrating an understanding of coordination of sales promotion activities

Personal Selling

PS-01	Relating the role and importance of sales personnel
PS-02	Developing product fact sheets and product analysis sheeets on the features and benefits
PS-03	Determining sources of prospects and qualifying them
PS-04	Gathering and organizing pre-approach information
PS-05	Approaching a prospect
PS-06	Determining a customer's needs
PS-07	Presenting a sales talk on a product or service
PS-08	Demonstrating the use of a product or service
PS-09	Handling a customers question/objections
PS-10	Utilizing closing techniques
PS-11	Employing plus/suggestion techniques

PS-12 Completing sales forms and closing mechanics
PS-13 Operating a cash register and handling money
PS-14 Developing a plan to follow-up a sale
PS-15 Demonstrating techniques to handle business losses

QUARTER 2

Sales Promotion

Task/Unit Competency		Class Hours	Lab Hours
SP-01	Identifying components of sales promotion	2	0
SP-02	Identifying roles of personnel involved in sales promotion	1	0
SP-03	Demonstrating an understanding of coordination of sales promotion activities	1	1
		4	1

Personal Selling

Task/Unit Competency		Class Hours	Lab Hours
PS-01	Relating the role and importance of sales personnel	2.0	1.0
PS-02	Developing product fact sheets and product analysis sheets on the features and benefits	1.0	1.0
PS-03	Determining sources of prospects and qualifying them	1.0	0
PS-04	Gathering and organizing pre-approach information	1.0	0
PS-05	Approaching a prospect	1.0	1.0
PS-06	Determining a customer's needs	2.0	1.0
PS-07	Presenting a sales talk on a product or service	2.0	1.0
PS-08	Demonstrating the use of a product or service	1.0	1.0
PS-09	Handling a customers question/objections	1.0	0
PS-10	Utilizing closing techniques	1.0	0.5
PS-11	Employing plus/suggestion techniques	0.5	0
PS-12	Completing sales forms and closing mechanics	0.5	0.5 0.
PS-13	Operating a cash register and handling money	1.0	0.5
PS-14	Developing a plan to follow-up a sale	1.0	0
PS-15	Demonstrating techniques to handle business losses	1.0	0.5
		17.0	8.0

Customer Service

Task/Unit Competency		Class Hours	Lab Hours
CS-01	Demonstrating an understanding of customer services	1	2
CS-02	Relating the importance of providing customer services	1	2
CS-03	Communicating availability of customer services	2	1
CS-04	Providing selected customer services	2	1
CS-05	Demonstrating positive human relation skills when confronted with problem customers	2	1
		8	7

Advertising

Task/Unit Competency		Class Hours	Lab Hours
AD-01	Demonstrating an understanding of advertising purposes and uses	2	0
AD-02	Comparing media characteristics	1	1
AD-03	Demonstrating an awareness of advertising policies and media used by the training station or potential training station	1	0
AD-04	Planning an advertising program	2	1
AD-05	Identifying psychological concepts that influence advertising	2	0
AD-06	Constructing print advertisements	1	2
AD-07	Creating electronic advertisements	1	1
		10	5

Quarter 2 Classroom and Lab Hours: 60

Quarter 2 Total Hours: 60

QUARTER 3 INTRODUCTION

Quarter 3 consists of the course "Marketing Applications." Units included in the course are visual merchandising, materials handling and employment procedures. Topics covered are functions of visual merchandising, applying elements of design, planning visual merchandising, preparing displays, physical distribution, marking goods, storing goods, taking inventory, filling orders, routing goods, identifying sources of employment, job interview and application, terminating employment, written communications relating to the employment process, and sources for advanced education and training in marketing.

QUARTER 3

Visual Merchandising

VM-01	Explaining the role of visual merchandising in marketing
VM-02	Identifying function of displays
VM-03	Applying elements of display design
VM-04	Identifying displays by types
VM-05	Planning visual merchandising
VM-06	Identifying tools/materials equipment needed for visual merchandising
VM-07	Practicing safety procedures in visual merchandising
VM-08	Preparing merchandise for display
VM-09	Constructing background, signs, mannequins for display
VM-10	Stripping and installing a window or interior display

Materials Handling

MH-01	Relating the importance of physical distribution
MH-02	Unloading, check, and moving goods
MH-03	Preparing and placing price tickets on merchandise
MH-04	Storing and maintaining merchandise
MH-05	Taking inventory and completing stockkeeping reports
MH-06	Filling orders
MH-07	Using appropriate materials to properly package merchandise
MH-08	Routing and loading goods for delivery
MH-09	Selecting and operating materials handling equipment.

Employment Procedures

EP-01	Planning for future career
EP-02	Identifying education and training opportunities
EP-03	Identifying sources for future marketing employment
EP-04	Demonstrating steps to prepare for a new job in marketing
EP-05	Demonstrating a knowledge of how to advance in the career

QUARTER 3

Course Title: Marketing Applications

Visual Merchandising

Task/Unit Competency		Class Hours	Lab Hours
VM-01	Explaining the role of visual merchandising in marketing	1	0
VM-02	Identifying function of displays	.5	.5
VM-03	Applying elements of display design	1	0
VM-04	Identifying displays by types	.5	0
VM-05	Planning visual merchandising	.5	1
VM-06	Identifying tools/materials equipment needed for visual merchandising	.5	.5
VM-07	Practicing safety procedures in visual merchandising	.5	.5
VM-08	Preparing merchandise for display	1	1.5
VM-09	Constructing background, signs, mannequins for display	1	1.5
VM-10	Stripping and installing a window or interior display	1	2
		7.5	7.5

Materials Handling

Task/Unit Competency		Class Hours	Lab Hours
MH-01	Relating the importance of physical distribution	2	2
MH-02	Unloading, checking, and moving goods	2	2
MH-03	Preparing and placing price tickets on merchandise	2	2
MH-04	Storing and maintaining merchandise	1	1
MH-05	Taking inventory and completing stockkeeping reports	2	2
MH-06	Filling orders	1	2

Task/Unit Competency		Class Hours	Lab Hours
MH-07	Using appropriate materials to properly package merchandise	2	2
MH-08	Routing and loading goods for delivery	3	3
MH-09	Selecting and operating materials handling equipment	2	2
		17	18

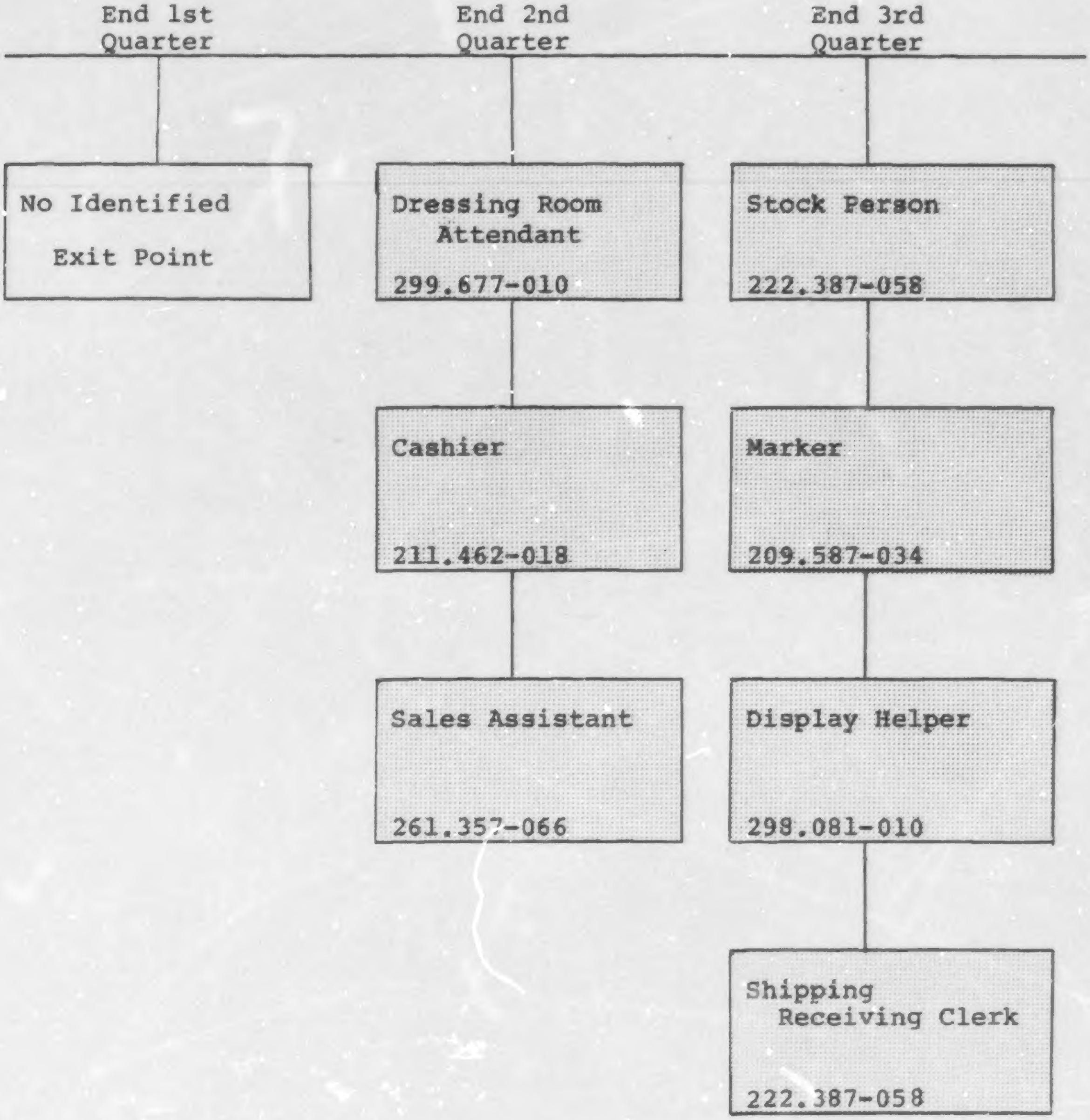
Employment Procedures

Task/Unit Competency		Class Hours	Lab Hours
EP-01	Planning for future career	1	1
EP-02	Identifying education and training opportunities	1	1
EP-03	Identifying sources for future marketing employment	1	1
EP-04	Demonstrating steps to prepare for a new job in marketing	1	1
EP-05	Demonstrating a knowledge of how to advance in the career	1	1
		5	5

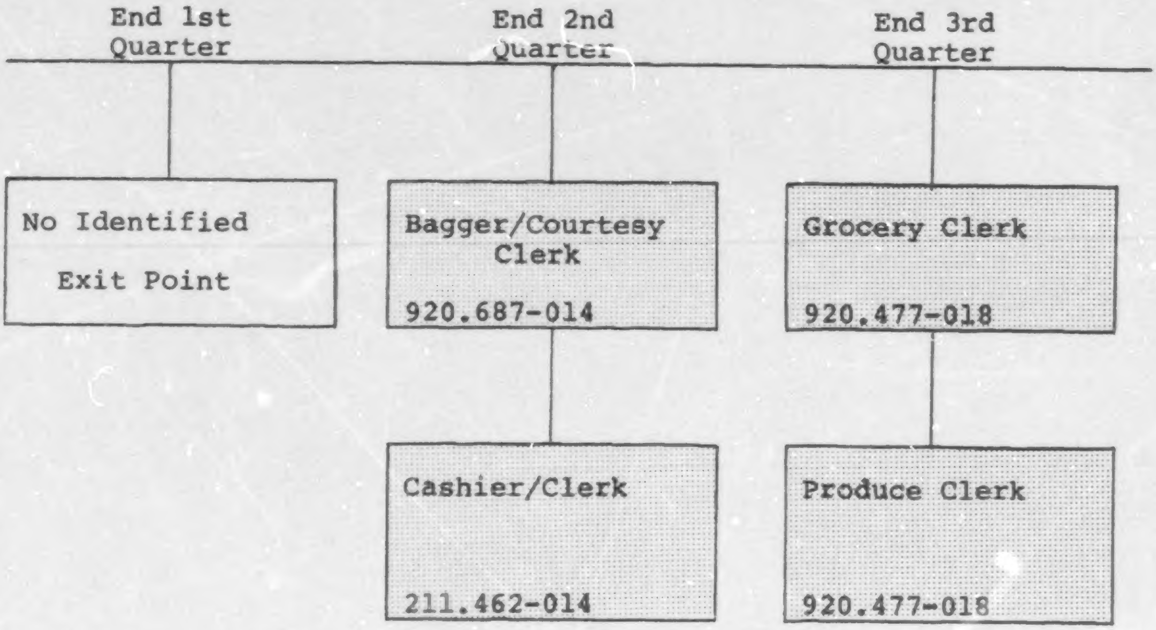
Quarter 3 Classroom and Lab Hours: 29.5

Quarter 3 Total Hours: 30.5

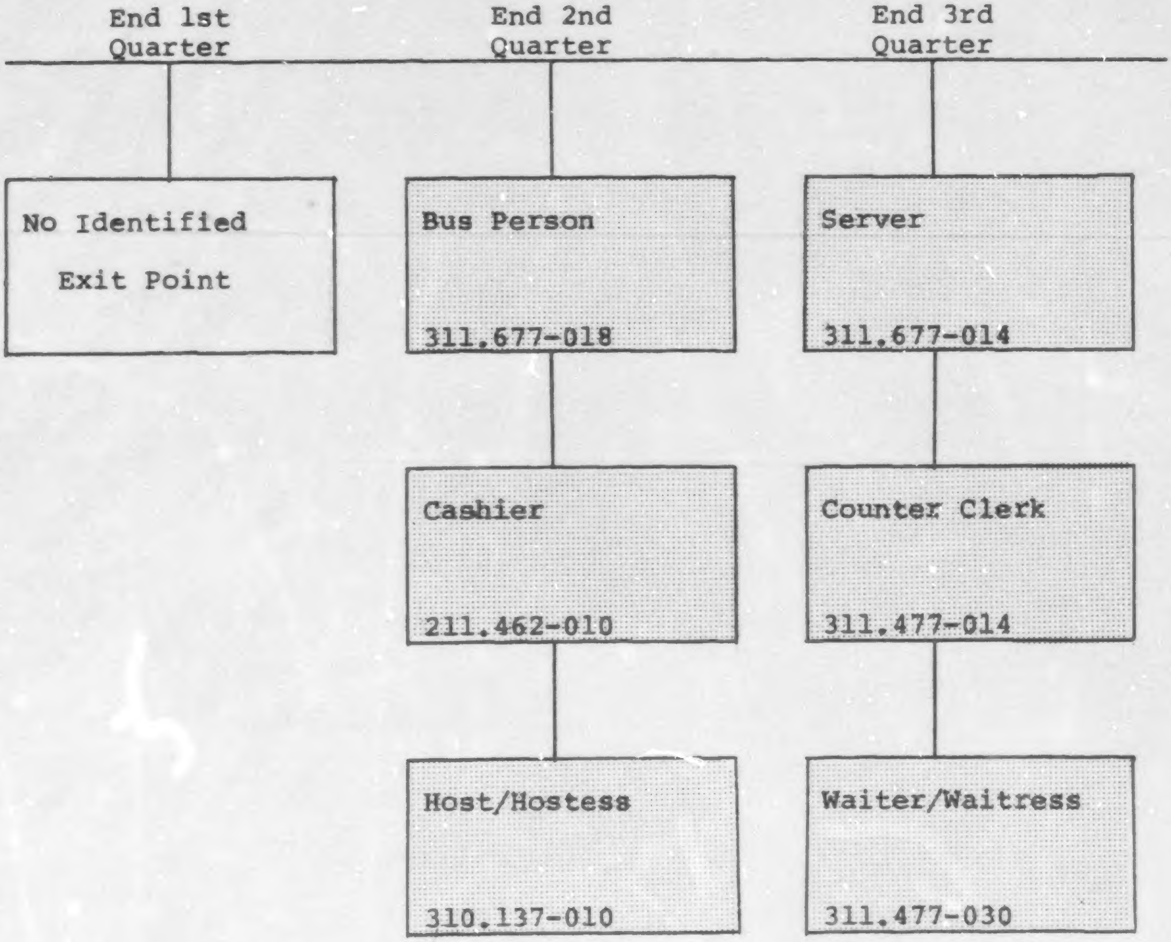
APPAREL AND ACCESSORIES


End 1st Quarter
End 2nd Quarter
End 3rd Quarter
No Identified Exit Point
Dressing Room Attendant 299.677-010
Cashier 211.462-018
Sales Assistant 261.357-066
Stock Person 222.387-058
Marker 209.587-034
Display Helper 298.081-010
Shipping Receiving Clerk 222.387-058

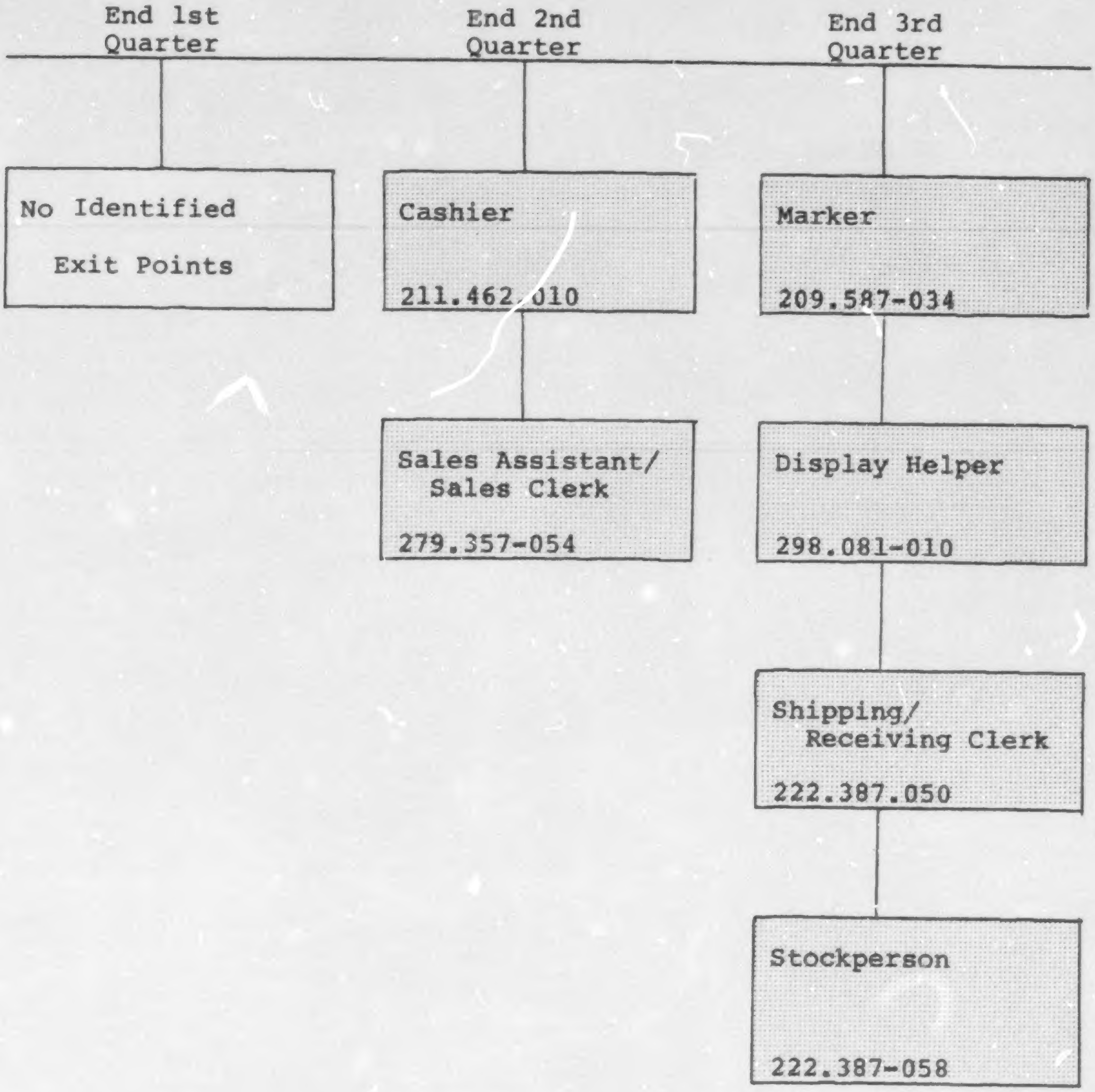
FOODS MARKETING


End 1st Quarter
End 2nd Quarter
End 3rd Quarter
No Identified Exit Point
Bagger/Courtesy Clerk
920.687-014
Cashier/Clerk
211.462-014
Grocery Clerk
920.477-018
Produce Clerk
920.477-018

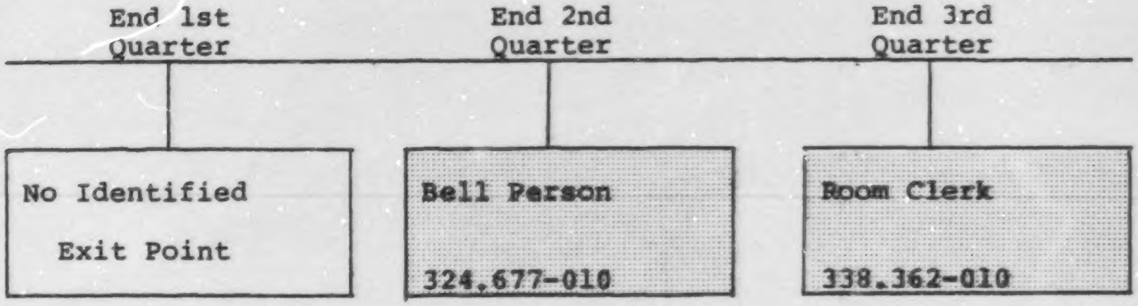
FOOD SERVICE


End 1st Quarter
End 2nd Quarter
End 3rd Quarter
No Identified Exit Point
Bus Person
311.677-018
Server
311.677-014
Cashier
211.462-010
Counter Clerk
311.477-014
Host/Hostess
310.137-010
Waiter/Waitress
311.477-030

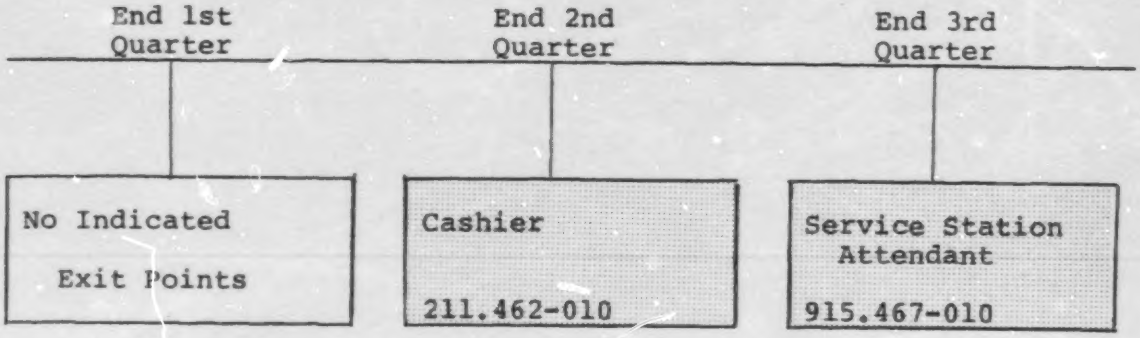
GENERAL MERCHANDISING


End 1st Quarter
End 2nd Quarter
End 3rd Quarter
No Identified Exit Points
Cashier
211.462.010
Sales Assistant/ Sales Clerk
279.357-054
Marker
209.587-034
Display Helper
298.081-010
Shipping/ Receiving Clerk
222.387.050
Stockperson
222.387-058

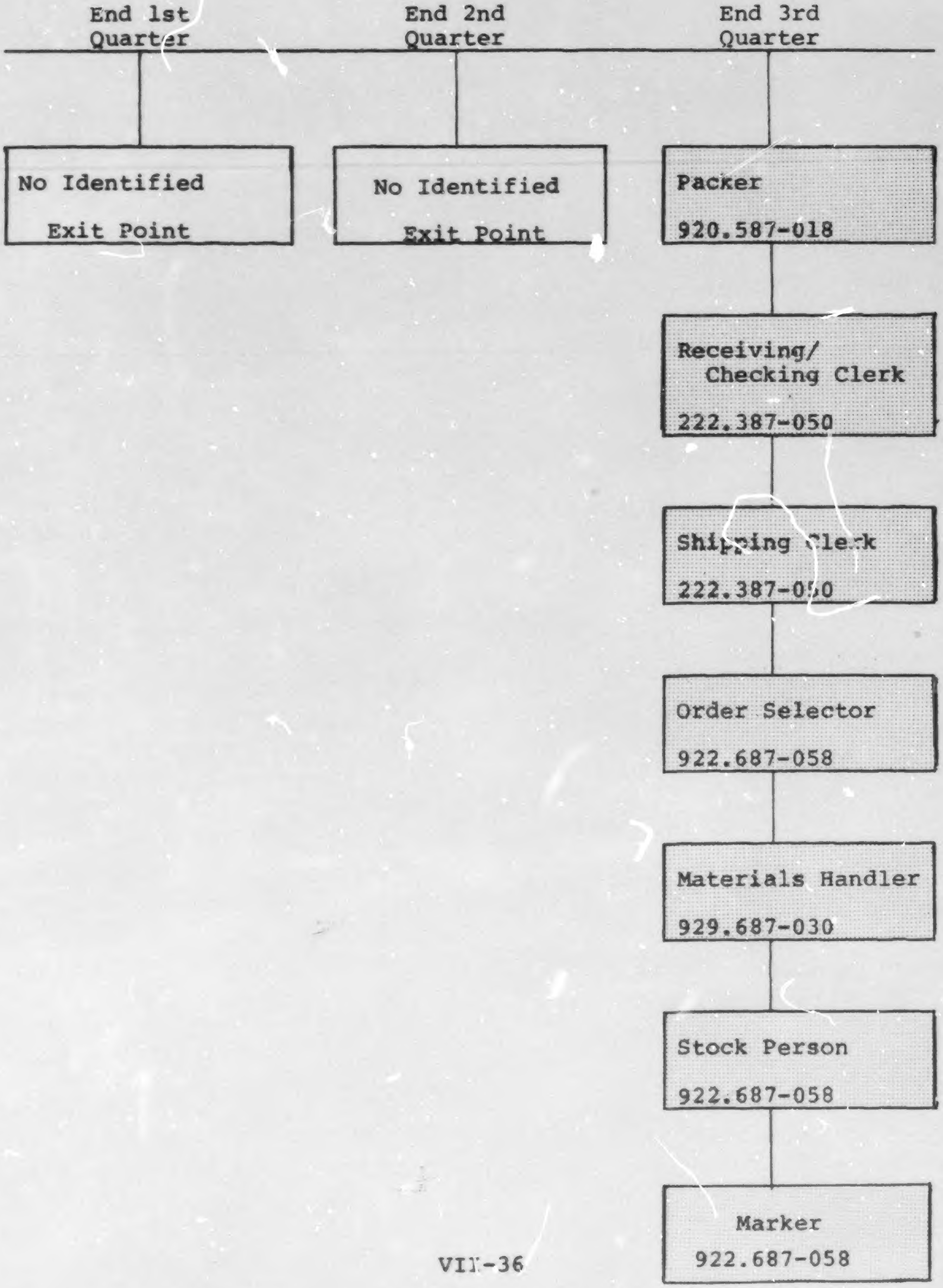
HOTEL LODGING


End 1st Quarter
End 2nd Quarter
End 3rd Quarter
No Identified Exit Point
Bell Person
324.677-010
Room Clerk
338.362-010

PETROLEUM MARKETING


End 1st Quarter
End 2nd Quarter
End 3rd Quarter
No Indicated Exit Points
Cashier
211.462-010
Service Station Attendant
915.467-010

WHOLESALING


End 1st Quarter
End 2nd Quarter
End 3rd Quarter
No Identified Exit Point
No Identified Exit Point
Packer
920.587-018
Receiving/ Checking Clerk
222.387-050
Shipping Clerk
222.387-050
Order Selector
922.687-058
Materials Handler
929.687-030
Stock Person
922.687-058
Marker
922.687-058

SEMESTER 1 INTRODUCTION

Semester 1 consists of the course "Marketing Principles." Included in this course are "Orientation", tasks OR-01 through OR-06, "Economics of Marketing", tasks EM-01 through EM-11, "Sales Promotion", SP-01 through SP-03, and "Personal Selling", PS-01 through PS-15. Topics covered are objectives of the Marketing and Distributive Education program, on-the-job training, student leadership through DECA, the nature of economics, basic economic systems, laws of supply and demand, business organization based on ownership, introduction to promotion, personal selling, selling mechanics, sales follow-up, and shoplifting control.

SEMESTER 1

OR-01 Describing the objectives of the marketing and distributive education program
OR-02 Demonstrating the responsibilities and rewards of on-the-job training
OR-03 Participating in a diamond initiation of members ceremony
OR-04 Demonstrating a knowledge of pertinent DECA facts, including all organizational levels
OR-05 Electing chapter officers
OR-06 Developing a program of work and operational budget
OR-07 Demonstrating a knowledge of career opportunities available in marketing

Economics of Marketing

EM-01 Describing basic knowledge of economic terms applied to marketing
EM-02 Demonstrating a knowledge of how an economic system answers three basic questions of production
EM-03 Explaining that private ownership of the means of production is the basis of economic and political freedom
EM-04 Describing how the market system operates as an independent price-directed system of exchange which satisfies needs and wants
EM-05 Describing the functions of marketing and its effect on innovation
EM-06 Demonstrating the relationship between supply and demand, and price
EM-07 Identifying factors which motivate consumers to buy
EM-08 Classifying business organizations based on form of ownership and tasks performed
EM-09 Making business decisions for efficiency, profit, and organizational goals
EM-10 Applying marketing strategies and non-price competition
EM-11 Describing government's role in the economic environment

Sales Promotion

SP-01	Identifying components of sales promotion
SP-02	Identifying roles of personnel involved in sales promotion
SP-03	Demonstrating an understanding of coordination of sales promotion activities

Personal Selling

PS-01	Relating the role and importance of sales personnel
PS-02	Developing product fact sheets and product analysis sheets on the features and benefits
PS-03	Determining sources of prospects and qualifying them
PS-04	Gathering and organizing pre-approach information
PS-05	Approaching a prospect
PS-06	Determining a customer's needs
PS-07	Presenting a sales talk on a product or service
PS-08	Demonstrating the use of a product or service
PS-09	Handling a customers question/objections
PS-10	Utilizing closing techniques
PS-11	Employing plus/suggestion techniques
PS-12	Completing sales forms and closing mechanics
PS-13	Operating a cash register and handling money
PS-14	Developing a plan to follow-up a sale
PS-15	Demonstrating techniques to handle business losses

SEMESTER 1

Course Title: Marketing Principles

Orientation - General Marketing

Task/Unit Competency		Class Hours	Lab Hours
OR-01	Describing the objectives of the marketing and distributive education program	2	0
OR-02	Demonstrating the responsibilities and rewards of on-the-job training	2	0
OR-03	Participating in a DECA Diamond Initiation of Members Ceremony	4	1
OR-04	Demonstrating a knowledge of pertinant DECA facts, including all organizational levels	2	0
OR-05	Electing chapter officers	3	2
OR-06	Developing a program of work and an operating budget	3	2
OR-07	Demonstrating a knowledge of career opportunities available in Marketing	2	1
		18	6

Economics of Marketing

Task/Unit Competency		Class Hours	Lab Hours
EM-01	Describing basic knowledge of economic terms applied to marketing	2	0
EM-02	Demonstrating a knowledge of how an economic system answers three basic questions of production	2	0
EM-03	Explaining that private ownership of the means of production is the basis of economic and political freedom	2	1
EM-04	Describing how the market system operates as an independant price-directed system of exchange which satisfied needs and wants	2	0

Task/Unit Competency		Class Hours	Lab Hours
EM-05	Describing the functions of marketing and its effect on innovation	3	2
EM-06	Demonstrating the relationship between supply and demand, and price	1	2
EM-07	Identifying factors which motivate consumers to buy	3	1
EM-08	Classifying business organizations based on form of ownership and tasks performed	4	5
EM-09	Making business decisions for efficiency, profit, and organizational goals	2	0
EM-10	Applying Marketing strategies and non-price competetion	2	1
EM-11	Discussing environment'srole in the economic environment	1	0
		24	12

Sales Promotion

Task/Unit Competency		Class Hours	Lab Hours
SP-01	Identifying components of sales promotion	2	0
SP-02	Identifying roles of personnel involved in sales promotion	1	0
SP-03	Demonstrating an understanding of coordination of sales promotion activities	1	1
		4	1

Personal Selling

Task/Unit Competency		Class Hours	Lab Hours
PS-01	Relating the role and importance of sales personnel	2	1
PS-02	Developing product fact sheets and product analysis sheets on the features and benefits	1	1
PS-03	Determining sources of prospects and qualifying them	1	0

Task/Unit Competency		Class Hours	Lab Hours
PS-04	Gathering and organizing pre-approach information	1	0
PS-05	Approaching a prospect	1	1
PS-06	Determining a customer's needs	2	1
PS-07	Presenting a sales talk on a product or service	2	1
PS-08	Demonstrating the use of a product or service	1	1
PS-09	Handling a customers question/objection	1	0
PS-10	Utilizing closing techniques	1	.5
PS-11	Employing plus/suggestion technique	.5	.5
PS-12	Completing sales forms and closing mechanics	.5	0
PS-13	Operating a cash register and handling money	1	.5
PS-14	Developing a plan to follow-up a sale	1	0
PS-15	Demonstrating techniques to handle business losses	1	.5
		17	8

Semester 1 Classroom and Lab Hours: 90

Semester 2 Total Hours: 90

SEMESTER 2 INTRODUCTION

Semester 2 consists of the course "Marketing Applications." Units included in the course are customer service, advertising, visual merchandising, materials handling, and employment procedures. Topics covered are communication of customer services, handling human relations problems, advertising media, advertising, planning, construction of print and electronic media, functions of visual merchandising, applying elements of design, planning visual merchandising, preparing a display, physical distribution, marking goods, storing goods, taking inventory, filling orders routing goods, identifying sources of employment, job interview and application, terminating employment, written communications relating to the employment process, and sources for advanced education and training in marketing.

SEMESTER 2

Customer Service

CS-01 Demonstrating an understanding of customer services
CS-02 Relating the importance of providing customer services
CS-03 Communicating availability of customer services
CS-04 Providing selected customer services
CS-05 Demonstrating positive human relation skills when confronted with problem customers

Advertising

AD-01 Demonstrating an understanding of advertising purposes and uses.
AD-02 Comparing media characteristics
AD-03 Demonstrating an awareness of advertising policies and media used by the training station or potential training station
AD-04 Planning an advertising program
AD-05 Identifying psychological concepts that influence advertising
AD-06 Constructing print advertisements
AD-07 Creating electronic advertisements

Visual Merchandising

VM-01 Explaining the role of visual merchandising in marketing
VM-02 Identifying function of displays
VM-03 Applying elements of display design
VM-04 Identifying displays by types
VM-05 Planning visual merchandising
VM-06 Identifying tools/materials equipment needed for visual merchandising
VM-07 Practicing safety procedures in visual merchandising
VM-08 Preparing merchandise for display
VM-09 Constructing background, signs, mannequins for display
VM-10 Stripping and installing a window or interior display

Merchandise Handling

MH-01 Relating the importance of physical distribution
MH-02 Unloading, checking, and moving goods
MH-03 Preparing and placing price tickets on merchandise
MH-04 Storing and maintaining mercahndise
MH-05 Taking inventory and completing stockkeeping reports

MH-06	Filling orders
MH-07	Using appropriate materials to properly package merchandise
MH-08	Routing and loading goods for delivery
MH-09	Selecting and operating materials handling equipment

Employment Procedures

EP-01	Planning for future career
EP-02	Identifying education and training opportunities
EP-03	Identifying sources for future marketing employment
EP-04	Demonstrating steps to prepare for a new job in marketing
EP-05	Demonstrating a knowledge of how to advance in the career

Course Title: Marketing Applications

Customer Service

Task/Unit Competency		Class Hours	Lab Hours
CS-01	Demonstrating an understanding of customer services	1	2
CS-02	Relating the importance of providing customer services	1	2
CS-03	Communicating availability of customer services	2	1
CS-04	Providing selected customer services	2	1
CS-05	Demonstrating positive skills when confronted with problem customers	2	1
		8	7

Advertising

Task/Unit Competency		Class Hours	Lab Hours
AD-01	Demonstrating an understanding of advertising purposes and uses.	2	0
AD-02	Comparing media characteristics	1	1
AD-03	Demonstrating an awareness of advertising policies and media used by the training station or potential training station	1	0
AD-04	Planning an advertising program	2	1
AD-05	Identifying psychological concepts that influence advertising	2	0
AD-06	Constructing print advertisements	1	2
AD-07	Creating electronic advertisements	1	1
		10	5

Visual Merchandising

Task/Unit Competency		Class Hours	Lab Hours
VM-01	Explaining the role of visual merchandising in marketing	1.0	0.0
VM-02	Identifying function of displays	0.5	0.5
VM-03	Applying elements of display design	1.0	0.0
VM-04	Identifying displays by types	0.5	0.0
VM-05	Planning visual merchandising	0.5	1.0
VM-06	Identifying tools/materials equipment needed for visual merchandising	0.5	0.5
VM-07	Practicing safety procedures in visual mercahndising	1.5	1.5
VM-08	Preparing merchandise for display	1.0	1.5
VM-09	Constructing background, signs, mannequins for display	1.0	1.5
VM-10	Stripping and installing a window or interior display	1.0	2.0
		8.5	8.5

Materials Handling

Task/Unit Competency		Class Hours	Lab Hours
MH-01	Relating the importance of physical distribution	2	2
MH-02	Unloading, checking, and moving goods	2	2
MH-03	Preparing and placing price tickets on merchandise	2	2
MH-04	Storing and maintaining merchandise	1	1
MH-05	Taking inventory and completing stockkeeping reports	2	2
MH-06	Filling orders	1	2
MH-07	Using appropriate materials to properly package merchandise	2	2
MH-08	Routing and loading goods for delivery	3	3
MH-09	Selecting and operating materials handling equipment	2	2
		17	18

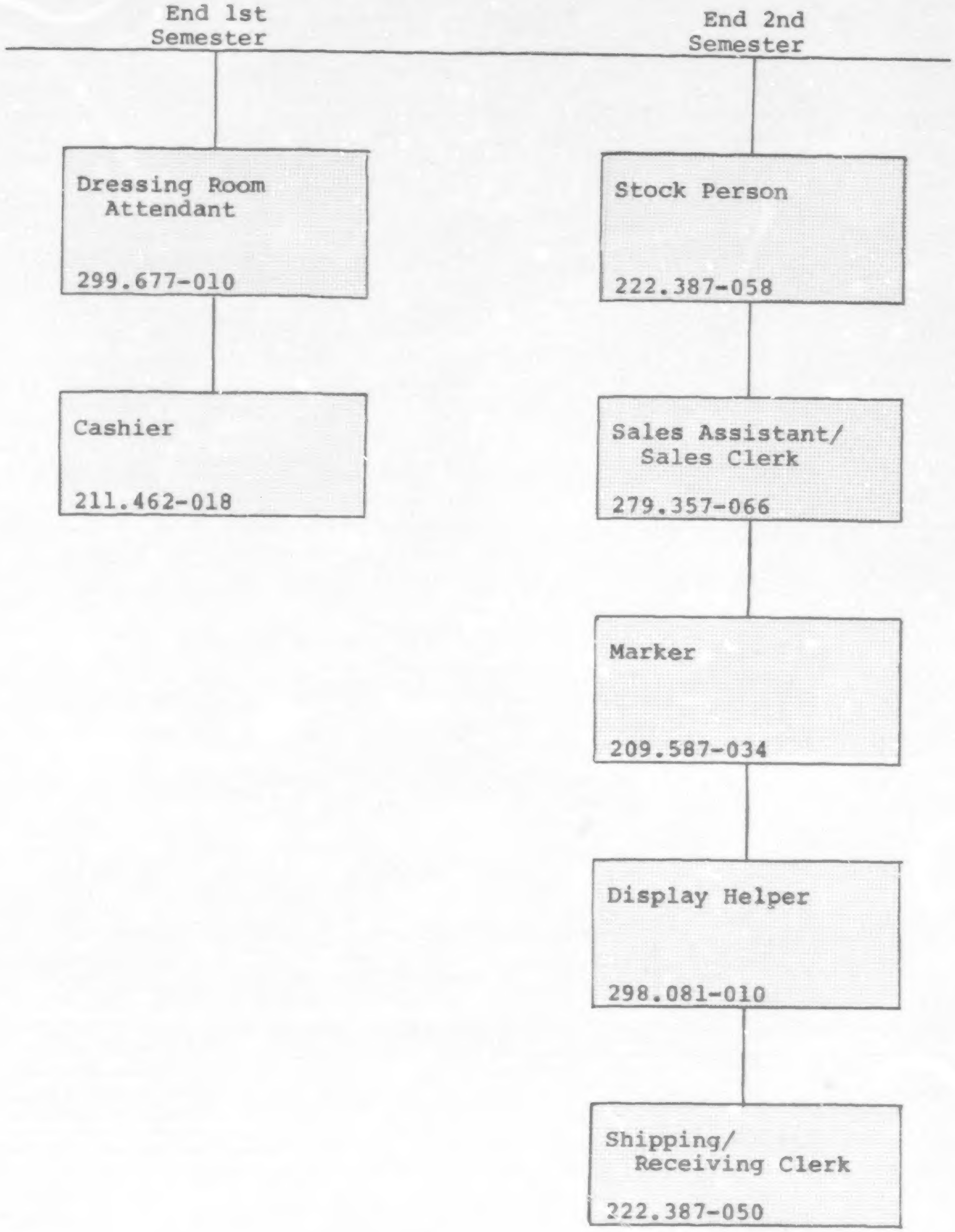
Employment

Task/Unit Competency		Class Hours	Lab Hours
EP-01	Planning for future career	1	1
EP-02	Identifying education and training opportunities	1	1
EP-03	Identifying sources for future marketing employment	1	1
EP-04	Demonstrating steps to prepare for a new job in marketing	1	1
EP-05	Demonstrating a knowledge of how to advance in the career	1	1
		5	5

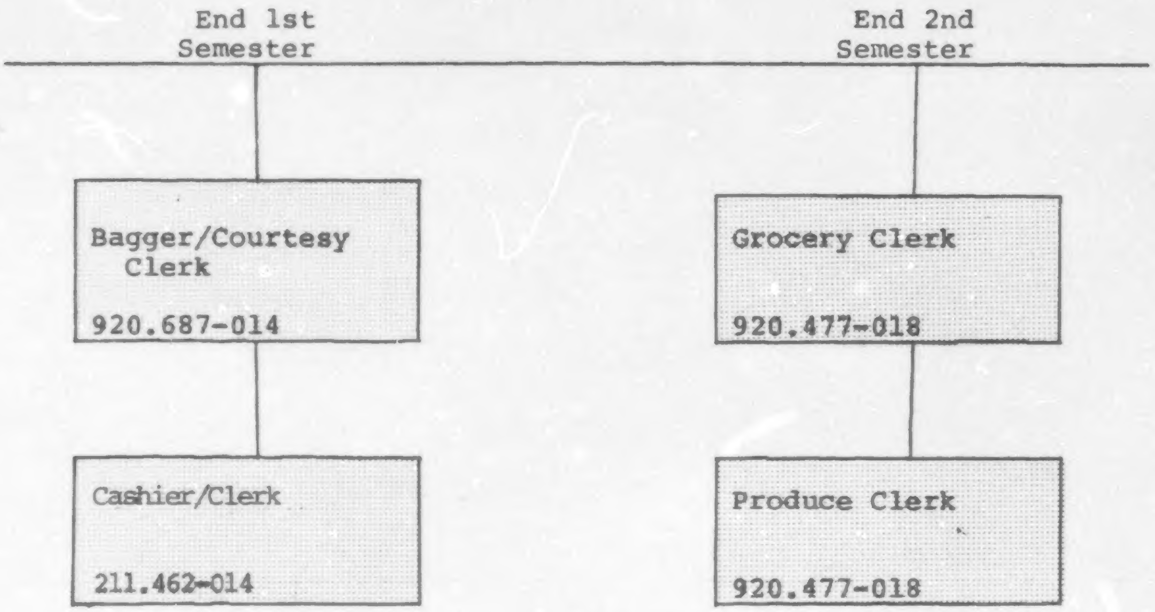
Semester 2 Classroom and Lab Hours: 90

Semester 2 Total Hours: 90

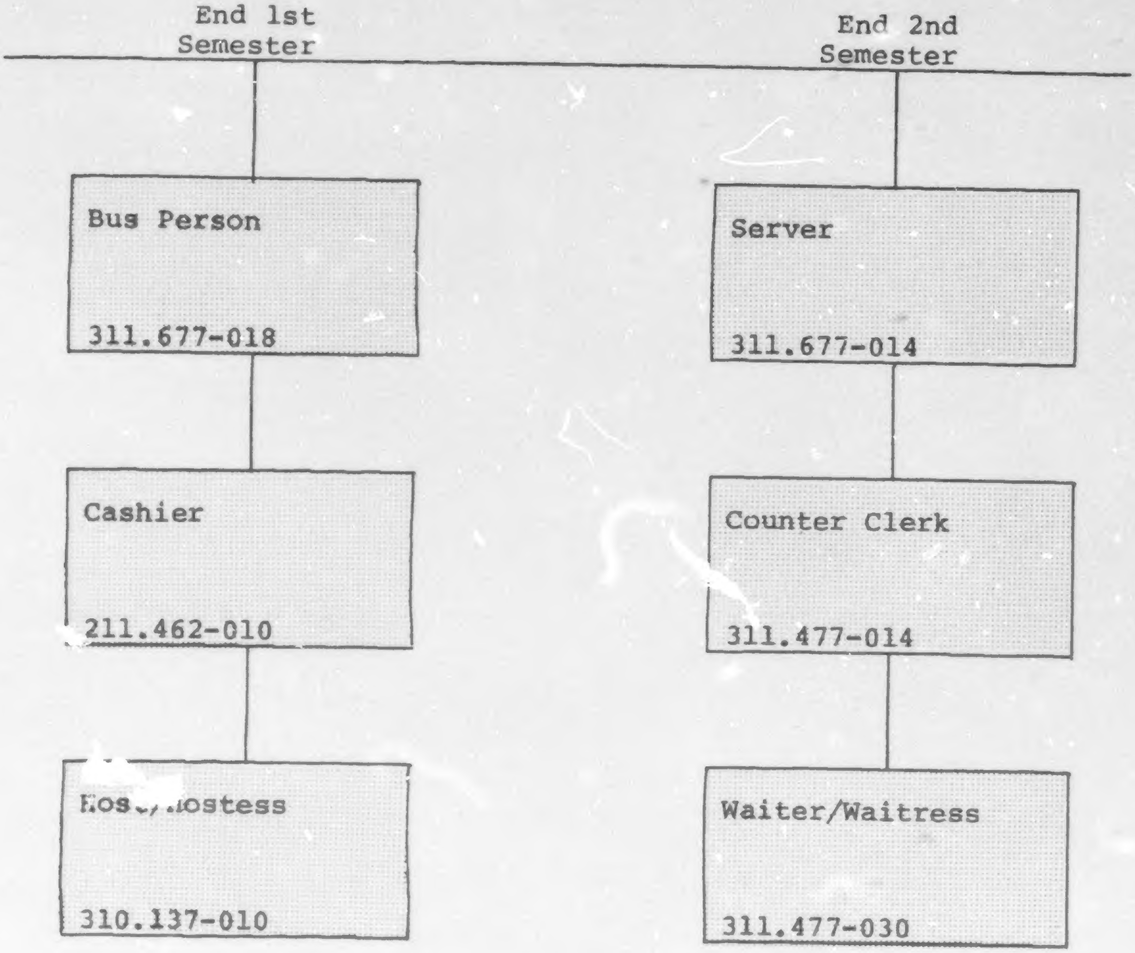
APPAREL AND ACCESSORIES


End 1st Semester
End 2nd Semester
Dressing Room Attendant
299.677-010
Cashier
211.462-018
Stock Person
222.387-058
Sales Assistant/ Sales Clerk
279.357-066
Marker
209.587-034
Display Helper
298.081-010
Shipping/ Receiving Clerk
222.387-050

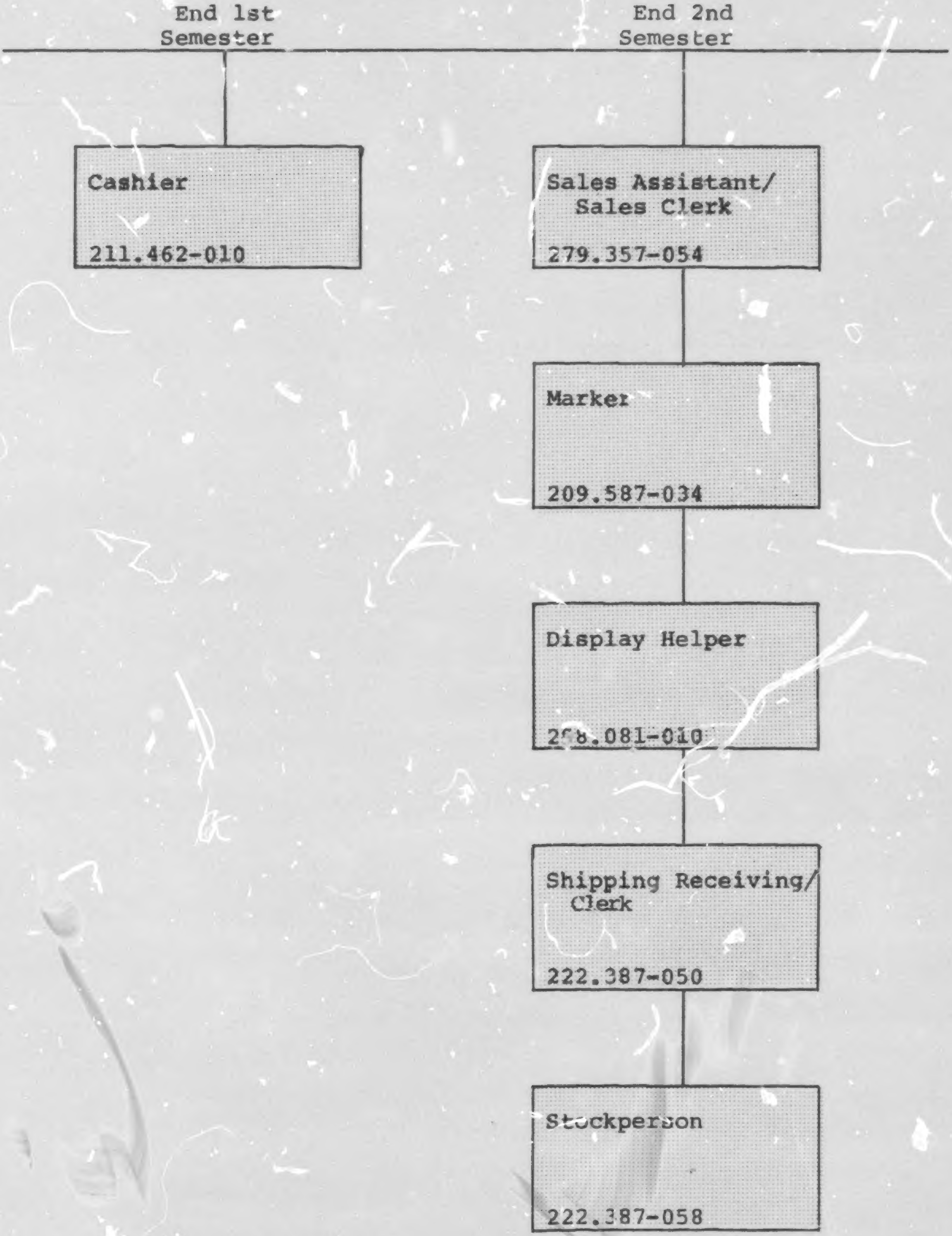
FOOD MARKETING


End 1st Semester
End 2nd Semester
Bagger/Courtesy Clerk
920.687-014
Cashier/Clerk
211.462-014
Grocery Clerk
920.477-018
Produce Clerk
920.477-018

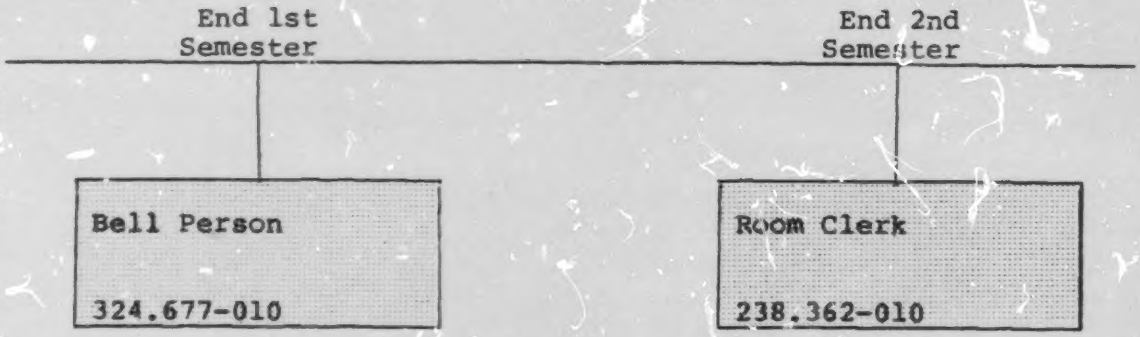
FOODS SERVICE


End 1st Semester
End 2nd Semester
Bus Person
311.677-018
Server
311.677-014
Cashier
211.462-010
Counter Clerk
311.477-014
Host/Hostess
310.137-010
Waiter/Waitress
311.477-030

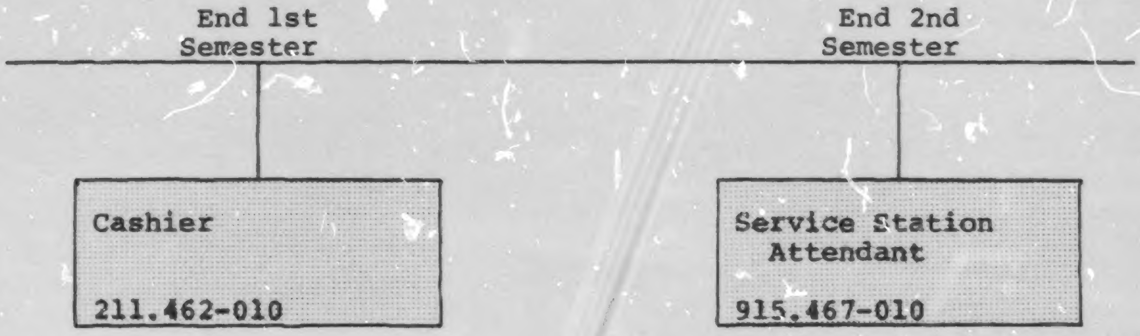
GENERAL MERCHANDISING

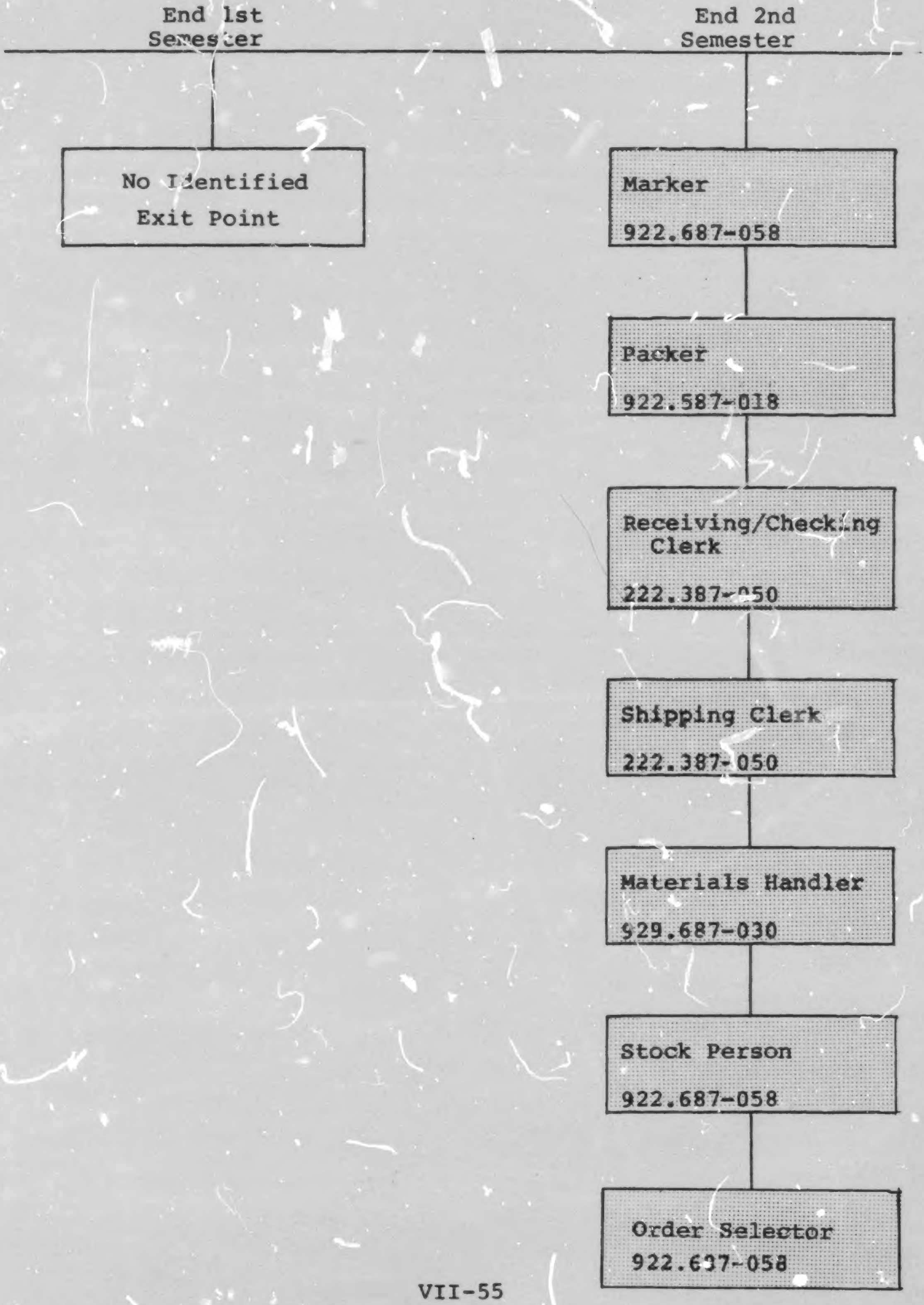

End 1st Semester
End 2nd Semester
Cashier
211.462-010
Sales Assistant/ Sales Clerk
279.357-054
Marker
209.587-034
Display Helper
298.081-010
Shipping Receiving/ Clerk
222.387-050
Stockperson
222.387-058

HOTEL LODGING


End 1st Semester
End 2nd Semester
Bell Person
324.677-010
Room Clerk
238.362-010

PETROLEUM MARKETING


End 1st Semester
End 2nd Semester
Cashier
211.462-010
Service Station Attendant
915.467-010


End 1st Semester
End 2nd Semester
No Identified Exit Point
Marker
922.687-058
Packer
922.587-018
Receiving/Checking Clerk
222.387-050
Shipping Clerk
222.387-050
Materials Handler
929.687-030
Stock Person
922.687-058
Order Selector
922.687-058

TASK OR UNIT COMPETENCY

OR-01 Describing the objectives of the Marketing and Distributive Education program

PERFORMANCE STATEMENT

Describe the importance of the Marketing and Distributive Education program

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Definition of Marketing and Distributive Education (MDE)
b. Objectives of MDE
c. MDE as a 3-part program
d. Objectives of on-the-job training
e. Topics covered in classroom instruction
f. Purposes of DECA as a co-curriculum student organization

Provide practical application on:

a. Understanding objectives of purposes of MDF
b. Organization of MDE program

INSTRUCTIONAL MATERIALS

Resources:

a. Georgia MDE Handbook, pp. 41-46
b. Official Handbook of Georgia Association of DECA, pp. 1-2

ESTIMATED CLASS HOURS 2

ESTIMATED LAB HOURS

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given adequate information on the objectives, purposes, and organization, the student will complete a written test with 80% accuracy.

Suggested Testing Activities And Resources

a. Using appropriate written testing procedures, have students describe the objectives of each of the three parts of the Marketing and Distributive Education program.
b. Have students submit a detailed coursebook describing the objectives of the Marketing and Distributive Education program.

TASK OR UNIT COMPETENCY

OR-02 Demonstrating the responsibilities and rewards of on-the-job traning

PERFORMANCE STATEMENT

Demonstrate the responsibilities and rewards of on-the-job training

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Benefits of the cooperative method
b. Applicable on-the-job training forms
c. Process of grading and receiving credit

Provide practical application on:

a. Completion of weekly work reports
b. Use of employer evaluation forms
c. Development of training plan
d. Importance of training agreement

INSTRUCTIONAL MATERIALS

Texts:

a. Littrell, J. J., From School to Work, pp. 11-39

Resources:

a. County MDE Student Handbook

ESTIMATED CLASS HOURS 2

ESTIMATED LAB HOURS

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given information on the benefits and responsibilities of cooperative on-the-job training, the student will complete the following with 90% accuracy:

a. list the responsibilities of the student and employer involved in the cooperative method
b. complete the training agreement, weekly work forms, and other required forms
c. identify specific tasks/competencies required on the job which need to be included in the training plan

Suggested Testing Activities And Resources

a. In buzz groups and then as an entire class, have students discuss the traits of a productive employee.

b. In class discussion, have student explain the purposes of regulations and responsibilities relating to on-the-job training.

c. Littrell, J. J., From School to Work, Questions, pp. 15, 29, 39

TASK OR UNIT COMPETENCY

OR-03 Participating in a diamond initiation of members ceremony

PERFORMANCE STATEMENT

Participate in a diamond initiation of members ceremony

INSTRUCTIONAL ACTIVITIES

Provide Information/demonstration on:

a. The 4 outside points of the DECA diamond
b. The 4 inner points of the DECA diamond
c. The meaning of the diamond and wrapped package.

Provide practical application on:

a. Drawing the DECA diamond
b. Development of a script for initiation ceremony
c. Planning a program for the initiation of members
d. Conducting DECA diamong initiation ceremony

INSTRUCTIONAL MATERIALS

Resources:

a. Official Handbook Georgia Association of DECA section VI, pp. 18-24

ESTIMATED CLASS HOURS 4

ESTIMATED LAB HOURS 1

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given a real or simulated situation, the student will plan, organize, and execute a DECA diamond initiation ceremony which includes, the official explanation of the diamond and recitation of the DECA creed according to the standards identified by the Georgia DECA handbook.

Suggested Testing Activities And Resources

a. Have the student draw the DECA diamond identifying all parts.

b. Have the student participate in the drafting of a script and program for a DECA diamond member initiation ceremony.

c. Have the student recite the DECA creed.

d. Have the student participate in the DECA diamond initiation ceremony.

TASK OR UNIT COMPETENCY

OR-04 Demonstrating a knowledge of pertinent DECA facts, including all organizational levels

PERFORMANCE STATEMENT

Demonstrate a knowledge of pertinent DECA facts, including all organizational levels

INSTRUCTIONAL ACTIVITIES

Provide Information/Demonstration on:

a. The history and development of DECA
b. The DECA colors
c. The DECA tag line
d. The 5 divisions of DECA
e. The organizational levels of DECA
f. Pertinent state information

Provide practical application on:

a. Explanation of development of DECA
b. Understanding the scope of DECA organization and divisions
c. Demonstration of knowledge of state DECA information
d. Importance of DECA tag line

INSTRUCTIONAL MATERIALS

Resources:

a. Official Handbook of Georgia Association of DECA Officials
b. Official National DECA Handbook

ESTIMATED CLASS HOURS 2

ESTIMATED LAB HOURS

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given basic background information about DECA, the student will complete an objective test with 70% accuracy over the following:

a. history of DECA
b. divisions of DECA
c. organization of DECA at national, state, and local levels
d. DECA colors, tagline and symbols
e. relevant state information

Suggested Testing Activities And Resources

a. Using appropriate testing procedures, have students demonstrate a knowledge of history and development of DECA, DECA colors, DECA tag line, divisions and organizational structure and pertinent state information.

b. Have students submit a DECA facts resource notebook outlining pertinent facts related to DECA.

TASK OR UNIT COMPETENCY

OR-05 Electing chapter officers

PERFORMANCE STATEMENT

Elect chapter officers

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Definition of leadership
b. Qualities of a leader
c. Duties of an officer
d. Procedure in conducting a meeting
e. Parliamentary procedure
f. Campaign organization and procedures

Provide practical application on:

a. Demonstration of traits of effective leadership
b. Demonstration on procedures for conducting a meeting
c. Understanding of Parlimentary Procedures
d. Development of campaign strategies including theme and product

INSTRUCTIONAL MATERIALS

Texts:

a. Littrell, J. J., From School to Work: A Cooperative Education Book, pp. 291-309

Resources:

a. Official Handbook of Georgia Association of DECA, Part V, pp. 2-45

ESTIMATED CLASS HOURS 3

ESTIMATED LAB HOURS 2

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given instruction on DECA leadership, duties of members and officers, parlimentary procedure and election procedures, the student will demonstrate ability to apply leadership training by conducting an officer election using proper parliamentary procedure.

Suggested Testing Activities And Resources

a. Have the student participate in a chapter meeting to elect officers.

b. Involve interested students in the development of a campaign strategy including designing campaign materials and speeches.

c. Littrell, From School to Work, questions, p. 309.

TASK OR UNIT COMPETENCY

OR-06 Develop a program of work an operating budget

PERFORMANCE STATEMENT

Develop a program of work and an operating budget

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Categories of chapter activities
b. Expected expenses and sales project options
c. National, state, and district competitive events
d. Meaning of competency
e. Areas of testing in competency based events

Provide practical application on:

a. Decision making related to chapter goals
b. Understanding of time management
c. Importance of team work
d. Development of a chapter program of work

INSTRUCTIONAL MATERIALS

Resources:

a. Official Handbook of Georgia Association of DECA, Section IV, pp. 2-26; and Section VIII pp. 2-57

ESTIMATED CLASS HOURS 3

ESTIMATED LAB HOURS 2

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given appropriate information on DECA chapter activities, and national state and district competive events, the student will develop a chapter program of work, including an operating budget.

Suggested Testing Activities And Resources

a. In appropriate discussion groups, have students determine chapter activities within each category.

b. Have students draft a program of work and receive approval from the entire membership and school administration.

TASK OR UNIT COMPETENCY

OR-07 Demonstrating a knowledge of career opportunities available in Marketing

PERFORMANCE STATEMENT

Demonstrate a knowledge of career opportunities available in Marketing.

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Marketing subclusters by industry, nature of work, and typical jobs
b. Competencies required by jobs
c. Comparison of interests and abilities with Marketing careers
d. Classification of Marketing careers

Provide practical application on:

a. Classification of marketing subclusters by nature of work, and typical jobs
b. Comparison of personal interests, and competencies with career options.
c. Identification of local career opprotunities in the classifications of: Selling, buying, promotion, marketing research, and management

INSTRUCTIONAL MATERIALS

Texts:

a. Mason, Rath, Ross, Marketing Practices and Principles, pp. 29-39
b. Meyer, Haines, Harris, Retailing Principles and Practices, pp. 2-23

Local Newspaper
Phonebook
Chamber of Commerce list of businesses by category

ESTIMATED CLASS HOURS 2

ESTIMATED LAB HOURS 1

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given current marketing occupational information, the student will be able to classify twenty marketing subclusters by industry, nature of work, and typical jobs with 90% accuracy.

Suggested Testing Activities And Resources

a. Have the students complete a written form showing the nature of work and typical jobs for each marketing subcluster listed on the form.

b. After having completed interest and/or aptitude tests, have the students analyze their findings and identify marketing career options that fit their interests and/or abilities

c. Using the local newspaper, phone book, Chamber of Commerce and other local resources, have the students identify career opportunities classified as buying, selling, promotion, marketing research, or management

d. Have students complete vocabulary, questions, case problems, and projects in Mason, Rath, Ross, Marketing Practices and Principles, pp. 39-40

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TASK OR UNIT COMPETENCY

EM-01 Describing basic knowledge of economic terms applied to Marketing

PERFORMANCE STATEMENT

Describe basic knowledge of economic terms applied to Marketing

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Definition of scarcity
b. Definition of economics
c. Factors of production

Provide practical application on:

a. Demonstration of how needs and wants surpass resources
b. Use of factors of production in producing a given product
c. Understanding of current conservation efforts of the nation's natural resources.

INSTRUCTIONAL MATERIALS

Texts:

a. Antell, Gerson , Economics Institutions and Analysis, pp.1-5
b. Brown, Warnex, Economics of our Free Enterprise System, pp. 2-6, 20-26
c. Wyllie and Warmke, Free Enterprise in the United States, pp. 2, 7-

IDECC:

EM	LAP 1	Economics and Marketing
EM	LAP 2	Economics Goods and services
EM	LAP 4	Economic resources

Audio-Visuals

Walt Disney Educational Media Co.:
"The People on Market Street"
Scarcity and Planning I and II

Phillips Petroleum, "The American Enterprise Series", "Land"

Walt Disney Educational Media Co., "It's A Capital Idea"

ESTIMATED CLASS HOURS 2

ESTIMATED LAB HOURS

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given basic descriptions of economic terms and their applications to Marketing, the student will be able to describe the following with 80% accuracy:

a. definitions of basic economics terms including: scarcity, economics, resources, and factors of productions
b. how needs and wants surpass resources
c. the use of factors of production in producing a given product
d. and two current conservation efforts of the nation's natural resources

Suggested Testing Activities And Resources

a. Using appropriate written procedures, have students demonstrate an understanding of economics and its position as the mother science of marketing.

b. Antell, Economics, Institutions and Analysis, Problem 3, p. 15.

c. IDECC, EM LAP 2 - Economics and Marketing, Pre-test, pp. 1-5

d. IDECC, EM LAP 4 - Economic Resources, Pre-test, pp. 1-3.

TASK OR UNIT COMPETENCY

EM-02 Demonstrating a knowledge of how an economic system answers 3 basic questions of production

PERFORMANCE STATEMENT

Demonstrate a knowledge of how an economic system answers 3 basic questions of production

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Fundamental questions of economics
b. Economic systems
c. Theory of communism
d. Definition of socialism
e. Differences aiming at socialist systems
f. Four basic characteristics of the market economic system

Provide practical application on:

a. Understanding of common problems related to production and economic organization in society to solve these problems
b. Demonstration of the connection between theory of communism and economic decisions
c. Comparison and contrast of socialist systems
d. Understanding of market characteristics and values of society

INSTRUCTIONAL MATERIALS

Texts:

a. Antell, Gerson, Economics, Institutions and Analysis, pp. 8-10, 403-424
b. Brown and Warner, Economics of our Free Enterprise System, pp. pp. 6-7, 10-17
c. Wyllie and Warmke, Free Enterprise in the United States, pp. 21-32

IDECC:

EM LAP 15 Private Enterprise

ESTIMATED CLASS HOURS 2

ESTIMATED LAB HOURS

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given an overview of basic economics systems, the student will be able to complete the following with 70% accuracy:

a. list fundamental questions of economics
b. identify the characteristics and values of socialists and communists, and the market economic systems
c. compare and contrast the three major economic systems

Suggested Testing Activities And Resources

a. Using appropriate written testing procedures, have students demonstrate a knowledge of: The fundamental questions of economics, economic systems, theory of communism, definition of socialism, differences among socialist systems and basic characteristics of the market economic system.

b. Antell, Economics, Institutions and Analysis, Problems, pp. 15, 422-424.

c. Brown and Warner, Economics of our Free Enterprise System, Questions and activities, pp. 8-9

d. Wyllie and Warmke, Free Enterprise in the United States, Questions and problems, pp. 30 and 31.

e. IDECC, EM LAP 15, Private Enterprise - Pre-test, pp. 2-4.

TASK OR UNIT COMPETENCY

EM-03 Explaining that private ownership of the means of production is the basis of economic and political freedom

PERFORMANCE STATEMENT

Explain that private ownership of the means of production is the basis of economic and political freedom

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. The relationship between economic and political freedom
b. Foundations of political and economic philosophies from Adam Smith, Thomas Jefferson, and John Stuart Mill
c. Private ownership, enterprise, and profit
d. John Locke and Two Treaties of government
e. Capitalism as giving

Provide practical application on:

a. Demonstration of connection between work, ownership and individual liberty
b. Examples of how governmental power endangers the ordinary man as outlined in Declaration of Independence
c. Examples of how the free market dispenses power
d. Diagram of societal benefits resulting from politicizing

INSTRUCTIONAL MATERIALS

Texts:

a. Ebenstein, William, Great Political Thinkers, Plato to the Present, pp. 393-403
b. Friedman, Milton and Rose, Free to Choose a Personal Statement, pp. xv-xviii
c. Brown and Warner, Economics of our Free Enterprise System, pp. 64-73, 268-276.
d. Gilder, George, Wealth and Poverty pp. 21-46.

IDECC:

EM	LAP 7	Profiting from profits
EM	LAP 8	Business Risks
EM	LAP 15	Private Enterprise
EM	LAP 16	Government and Business
		Phillips Free Enterprise Manual

Audio-Visuals:

a. Phillips Petroleum, "The American Enterprise Series"
"Organization"
"Innovation"
b. "Economics for Young Americans"
"What is Profit?"
"What isn't Profit?"

ESTIMATED CLASS HOURS 2

ESTIMATED LAB HOURS 1

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given information on the foundations of economic and political philosophies from selected great Americans, the student will be able to explain the importance of private ownership, enterprise, and profit in a capitalistic country with 90% accuracy.

Suggested Testing Activities And Resources

a. Brown and Warner, Economics of our Free Enterprise System, Questions and exercises, pp. 71-73, 274-276.

b. Have students participate in Phillips Free Enterprise Competitive Event.

c. Profiting from Profits, pp. 8 and 12.

TASK OR UNIT COMPETENCY

EM-04 Describing how the market system operates as an independent price-directed system of exchange which satisfies needs and wants

PERFORMANCE STATEMENT

Describe how the market system operates as an independent, price-directed system of exchange which satifies needs and wants

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. The interdependence of the market economic system
b. The circular flow of money
c. The circular flow of goods and services
d. Specialization and its link to productivity and efficiency
e. What marketing involves
f. Forms of competition
g. Benefits of competition
h. Results of competition for business activity

Provide practical application on:

a. Construction of diagram illustrating interdependent market system
b. Simulation of producing a simple product using an assembly line versus each individual constructing his/her own product to compare timing and efficiency

INSTRUCTIONAL MATERIALS

Texts:

a. Antell, Gerson, Economics, Institutions and Analysis, pp. 24-35
b. Brown and Warner, Economics of our Free Enterprise System, pp. 40-49
c. Wyllie and Warmike, Free Enterprise in the United States, p. 61

IDECC:

EM LAP 2 Economic Goods and Services
EM LAP 11 Competition
EM LAP 17 Business and Society
EM LAP 21 Specilization of Labor

Phillips Free Enterprise Manual

ESTIMATED CLASS HOURS 2

ESTIMATED LAB HOURS

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given a real or simulated product, the student will describe how the market system operates as an independent price-directed system of exchange to satisfy needs and wants.

Suggested Testing Activities And Resources

a. Using appropriate written testing procedures, have the student describe how the market system operates as an independent, price-directed system of exchange to satisfy needs and wants.

b. Antell, Economics, Institutions and Analysis, pp. 34-35

c. Brown, Warner, Economics of our Free Enterprise System, Questions and activities, pp. 48-49.

d. IDECC, EM LAP 2 Economic Goods and Services, Pre-test pp. 2-5

e. IDECC, EM LAP 11 Competition, Pre-test p. 2.

f. IDECC, EM LAP 17, Business and Society, Pre-test, pp. 2-3

g. IDECC, EM LAP 21, Specialization of Labor, Pre-test pp. 2-3.

TASK OR UNIT COMPETENCY

EM-05 Describing the functions of marketing and its effect on innovation

PERFORMANCE STATEMENT

Describe the functions of marketing and its effect on innovation

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Marketing and demand
b. Definition of marketing
c. Marketing as innovation
d. Societal, marketing, selling, product, and production concepts of marketing
e. The supply side of marketing
f. Say's law and classical economics
g. Marketing and creativity
h. A market in the traditional sense
i. Market classification
j. Market segmentation
k. Marketing research

Provide practical application on:

a. Examples of various concepts of marketing
b. Illustrations of marketing innovation
c. Role of marketing research
d. Simulation activity of student-directed marketing research
e. Brainstorming for creative solution to a given problem/question

INSTRUCTIONAL MATERIALS

Texts:

a. Kotler, Phillip, Marketing Management, Analysis, Planning and Control, pp. 26-36
b. Gilder, George, Wealth and Poverty pp. 23, 28-30
c. Brown, Warner, Economics of our Free Enterprise System, pp. 75, 215-222
d. Wyllie and Warmike, Free Enterprise in the United States, pp. 69-72

IDECC:

EM LAP 5 The "What" and "Why" of Marketing
EM LAP 6 Marketing Functions
EM LAP 12 Market identification
EM LAP 24 International Trade
Pepsi Learn and earn Manual
7-Up Civic Consciousness Manual
Phillips Free Enterprise Manual

ESTIMATED CLASS HOURS 3

ESTIMATED LAB HOURS 2

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given a comprehensive description of marketing, the student will describe the functions of marketing and marketing's effect on innovation in business with 100% accuracy.

Suggested Testing Activities And Resources

a. Have students participate in DECA Chapter competitive Event, i.e., Pepsi Learn and Earn or 7-Up Civic Consciousness to involve them in Marketing Research and innovation.

b. Have students conduct marketing research.

c. Have student brainstorm for solution to a marketing issue.

d. Brown, Warner, Economics of our Free Enterprise System, Questions and activities, pp. 225-226.

e. IDECC, EM LAP 5, The "What" and "Why" of Marketing, Pre-test p. 2.

f. IDECC, EM LAP 12, Market identification, Pre-test, pp. 2-3.

g. IDECC, EM LAP 24, International Trade, Pre-test, pp. 2-3.

TASK OR UNIT COMPETENCY

EM-06 Demonstrating the relationship between supply and demand, and price

PERFORMANCE STATEMENT

Demonstrate the relationship between supply and demand, and price

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Laws of supply and demand
b. Definition of demand
c. Elasticity of demand
d. Factors influencing elasticity of demand
e. Cost plus pricing
f. Supply creating demand
g. Market price

Provide practical application on:

a. Construction of demand curve given demand schedule
b. Construction of supply curve given supply schedule
c. Changes in demand and supply curves
d. Location of equilibrium price
e. Simulation of auction illustrating supply and demand

INSTRUCTIONAL MATERIALS

Texts:

a. Antell, Gerson, Economics Institutions and Analysis, pp. 36-54
b. Brown, Warner, Economics of our Free Enterprise System, pp. 75-83
c. Wyllie and Warmke, Free Enterprise in the United States, pp. 147-169.

IDECC:

EM LAP 9 Market price
EM LAP 10 Supply and demand

Pepsi Learn and Earn Manual

ESTIMATED CLASS HOURS 1

ESTIMATED LAB HOURS 2

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given a simulated business situation, the student will demonstrate the ability to construct and explain supply and demand curves in written format with 80% accuracy.

Suggested Testing Activities And Resources

a. Using appropriate written testing procedures, have students demonstrate two the laws of supply and demand state the relationship between changes in supply and demand and how this affects price.

b. Have students participate in Pepsi Learn and Earn Competitive Event, and determine price for goods or services.

c. Antell, Economcis, Institutions and Analysis, Questions and activities pp. 51-54.

d. Brown, Warner, Economics of our Free Enterprise System, Questions and Activities, 1-14, pp. 82-83.

e. Wyllie and Warmke, Free Enterprise in the United States, Questions and Activities, 1-23, pp. 166-168.

f. IDECC, EM LAP 9 Market Price, Pre-test, pp. 2-3.

g. IDECC, EM LAP 10, Supply and Demand, Pre-test, pp. 2-4.

TASK OR UNIT COMPETENCY

EM-07 Identifying factors which motivate consumers to buy

PERFORMANCE STATEMENT

Identify factors which motivate consumers to buy

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. The six O's of buyer behavior
b. The buying process
c. Opportunity cost
d. Utility
e. Sources of income

Provide practical application on:

a. Class discussion of purchase decisions and circumstances
b. Diagramming the buying process
c. Examples of opportunity cost
d. Examples of utility

INSTRUCTIONAL MATERIALS

Texts:

a. Kotler, Phillip, Marketing Management Analysis, Planning and Control, pp. 129-169
b. Antell, Gerson, Economics, Institutions and Analysis, pp. 37-38, 140-152
c. Brown, Warner, Economics of our Free Enterprise System, pp. 230-239, 292-304
d. Wyllie and Warmke , Free Enterprise in the United States, pp. 257-268, 302-311, 315-390

IDECC:

EM LAP 8 Business Risks
EM LAP 6 Marketing Functions
EM LAP 2 Economic Goods and Services

ESTIMATED CLASS HOURS 3

ESTIMATED LAB HOURS 1

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given a real or simulated product the student will be able to accurately identify a minimum of three factors in addition to price, which may motivate consumers to buy the product.

Suggested Testing Activities And Resources

a. Using appropriate wirtten testing proceudres, have the student demonstrate an understanding that consumers are motivated by more than price.

b. Antell, Economics, Institutions and Analysis, Questions and problems, pp. 151-152.

c. Brown, Warner, Economics of our Free Enterprise System, Questions and activities, pp. 302-304.

d. Wyllie and Warmke, Free Enterprise in the United States, Questions pp. 312-315, 332-333, 354, 385-387.

TASK OR UNIT COMPETENCY

EM-08 Classifying business organizations based on form of ownership and tasks performed

PERFORMANCE STATEMENT

Classify business organizations based on form of ownership and tasks performed

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Channels of distribution
b. Types of producers and classification of products
c. Types of wholesalers and careers
d. Types of retailers and careers
e. Categories of services and types of service businesses and careers
f. Single proprietorships
g. Partnership
h. Corporations
i. How businesses obtain operating funds
j. Types of financial institutions

Provide practical application on:

a. Diagraming the channels of distribution
b. Developing a chart illustrating advantages and disadvantages of types of business ownership
c. Simulation of stock marked

INSTRUCTIONAL MATERIALS

Texts:

a. Antell, Gerson, Economics Institutions and Analysis, pp. 64-85, 240-251
b. Brown, Warner, Economics of our Free Enterprise System, pp. 133-144, 193-202, 220-226, 227-239
c. Wyllie and Warmke, Free Enterprise in the United States, pp. 40-53

IDECC:

EM LAP 6 Marketing Functions
EM LAP 15 Private Enterprise
EM LAP 18 Channels of Distribution

Audio-Visuals:

a. Walt Disney Educational Media Co., "Ferg, Builds a Business"
b. "The Stock Market and the American Economy"

ESTIMATED CLASS HOURS 4

ESTIMATED LAB HOURS 5

Performance Objective (CRM)

Given descriptions of local businesses, the student will classify the business organizations based on form of ownership and tasks performed with 70% accuracy.

Suggested Testing Activities And Resources

a. Using appropriate written testing procedures have the student classify business organizations based on form of ownership and tasks performed.

b. Have students participate in Georgia Economic Council Stock Market Simulation.

c. Antell, Economics Institutions and Analysis, Questions and problems pp. 73-74, 85, 249-251.

d. Brown, Warner, Economics of our Free Enterprise System, Questions and activities, pp. 142-144, 200-202, 224-226, 237-239.

e. Wyllie and Warmke, Free Enterprise in the United States, Questions problems, and projects, pp. 50-53.

f. IDECC, EM LAP 18, Channels of Distribution, Pre-test, pp. 2-4.

TASK OR UNIT COMPETENCY

EM-09 Making business decisions for efficiency, profit, and organizational goals.

PERFORMANCE STATEMENT

Make business decisions for efficiecy, profit, and organizational goals

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Productivity
b. Factors considered in determining quantity offered for sale
c. Average and marginal productivity
d. Break even analysis
e. Marginal analysis and pricing
f. Profit/loss equations

Provide practical applicaiton on:

a. Computing prices based on total cost per unit.
b. Determining total cost per unit given variable and fixed costs
c. Determining net profit given sales, gross profit and expenses

INSTRUCTIONAL MATERIALS

Texts:

a. Antell, Gerson, Economics, Institutions, and Analysis, pp. 86-95
b. Mason, Rath, Ross, Marketing Principles and Practices, pp. 192-204

IDECC:

EM LAP 6 Marketing Functions
EM LAP 7 Profit From Profits

Audio-Visuals:

EM Slide #4, Products and Prices
Chamber of Commerce of U.S.
"Economics for Young Americans"
Walt Disney Educational Media Co.
"The People on Market Street"
Pepsi Learn and Earn Manual

ESTIMATED CLASS HOURS 2

ESTIMATED LAB HOURS 6

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given examples of a firm's output, variable costs, and fixed costs, the student will make and justify business decisions for efficiency profit, and organizational goals according to the teacher/coordinator or business' standards.

Suggested Testing Activities And Resources

a. Have students compute profit and loss equations
b. Have students determine price of an item given all costs and expenses
c. Antell, Gerson, Economics, Institutions, and Analysis, Questions # 1-4, p. 94, Problems # 1, 2, p. 95.
d. Have students participate in business decisions as part of the Pepsi Learn and Earn Competitive Event
e. Mason, Rath, Ross, Marketing Principles and Practices, Review and Discuss # 1-5, p. 201, Marketing Case and questions, pp. 203-204.

TASK OR UNIT COMPETENCY

EM-10 Applying marketing strategies and nonprice competition

PERFORMANCE STATEMENT

Apply marketing strategies and nonprice competition

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Product competition and form utility
b. Promotional competition and demand creation
c. Service, time, and place utilities
d. The 4 P's
e. Product positioning and life cycles

Provide practical application on:

a. Developing a chart indicating the utilities of various products and services
b. Analyzing marketing strategies being used for a new product.
c. Diagraming the product life cycle and given products positions
d. Applying marketing strategies in a student operated business

INSTRUCTIONAL MATERIALS

Texts:

a. Brown, Warner, Economcis of Our Free Enterprise System, pp. 214 226
b. Wyllie and Warmke, Free Enterprise in the United States, pp. 418-435
c. Mason, Rath, Ross, Marketing Principles and Practices, pp. 20-18, 140-150, 160-168.

IDECC:

EM LAP 3 Product utility
EM LAP 6 Marketing Functions
EM LAP 14 Promotional Mix
EM LAP 13 Marketing Strategies

Economics of Marketing Slides #3
Marketing Fundamentals #5
Marketing Goods and Services

ESTIMATED CLASS HOURS 2

ESTIMATED LAB HOURS 1

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given an opportunity for involvement in a student run business, or simulated business, the student will recommend appropriate marketing strategies and non-price competition for the business according to the teacher/coordinator's standards.

Suggested Testing Activities And Resources

a. Have the student participate in a simulated business operation in order to apply marketing strategies and non-price competition. i.e., Participation in the Phillips Free Enterprise Competition, Pepsi Learn and Earn, 7-up/MDA Civic Consciousness Project.

b. Brown, Warner, Economics of our Free Enterprise System, Key Words # 1-15, pp. 224-225, Review Questions # 1-13; pp. 225, Discussion Questions, # 1-5, pp. 225-226, Taking Action #1,2, p. 226.

c. Wyllie, Warmke, Free Enterprise in the United States, Review Questions, # 1-20, p. 433, Discussion Questions #9-95, pp. 433-434, Application Problems P. 434, Community Projects #1-5, pp. 434-434-435.

TASK OR UNIT COMPETENCY

EM-11 Describing government's role in the economic environment

PERFORMANCE STATEMENT

Describe government's role in economic environment

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Agencies of Protection
b. Government expenditures
c. Inflation and unemployment
d. Business cycles
e. Monetary and fiscal policy
f. Economic growth

Provide practical application on:

a. Identification of regulations affecting local businesses
b. The local unemployment rate and conditions affecting local employment
c. Assessemnt of local economic growth

INSTRUCTIONAL MATERIALS

Texts:

a. Antell, Gerson, Economics Institutions and Analysis, pp. 195-205, 230-308
b. Brown, Warner, Economics in our Free Enterprise System, pp. 172-190.
c. Wyllie and Warmke, Free Enterprise in the United States, pp. 107-120

IDECC:

EM LAP 16	Government and Business
EM LAP 19	What's GNP
EM LAP 20	Business Cycles

Freidman, Milton and Rose, Free to Choose, pp. 179-236

ESTIMATED CLASS HOURS 1

ESTIMATED LAB HOURS

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given an overview of government's role in the economic environment, the student will be able to describe according to the teacher/coordinator's standards the following:

a. the major areas of government involvement in business
b. the local employment picture including major industries affecting local employment, employment opportunities, and job areas in which no shortage exists.

Suggested Testing Activities And Resources

a. Have students participate in class discussions on government's role in the economic environment.

b. Brown, Warner, Economics in Our Free Enterprise System, Key Words, # 1-15, pp. 187-188. Review Questions #1-15, p. 188. Discussion Questions # 3, 4, and 8, p. 189, Taking Action # 1-3, pp. 189-190.

c. Wyllie and Warmke, Free Enterprise in the United States, Review Questions # 1-13, p. 119. Discussion Questions # 1-8, p. 119. Application Problems # 1-5, p. 20. Community Projects # 1-3, p. 120.

d. Have guest speaker from Chamber of Commerce or local employment office talk to students about government's role in the local economic environment.

TASK OR UNIT COMPETENCY

SP-01 Identifying components of sales promotion

PERFORMANCE STATEMENT

Identify the components of sales promotion

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Components of sales promotion
b. Overview of selling, advertising visual merchandising, and publicity, and customer services
c. Importance of sales promotion in Marketing
d. Selecting a promotional mix

Provide practical application on:

a. Identification of the components of sales promotion in general
b. Explanation of types of sales promotions used in various marketing organizations
c. Written description of sales promotion components used in an occupational area

INSTRUCTIONAL MATERIALS

Texts:

a. Meyer, Haines, Harris, Retailing, p. 194-201

ESTIMATED CLASS HOURS 2

ESTIMATED LAB HOURS

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given an overview of sales promotion in Marketing, the student will be able to describe the following with 80% accuracy:

a. the components of sales promotion
b. the importance of sales promotion in marketing
c. factors influencing the most appropriate promotional mix
d. the sales promotion activities used in the students training station or area of occupational interest

Suggested Testing Activities And Resources

a. Using appropriate small group method, have the students analyze the factors affecting the promotional mix for a given store.

b. Using appropriate written testing procedures, have students demonstrate knowledge of components of sales promotion.

c. Meyer, Haines, Harris, Retailing, Tradetalk, Can You Answer These?, and Problems, p.p. 201-202

TASK OR UNIT COMPETENCY

SP-02 Identifying roles of personnel involved in sales promotion

PERFORMANCE STATEMENT

Identify roles of personnel involved in sales promotion

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Organization of sales promotion
b. Personnel required for sales promotion
c. Visual merchandising, publicity, personal selling, customer services

Provide practical application on:

a. Identification of organizational structure of sales promotion in various businesses
b. Written description of personal requirements and jobs in sales promotion related areas

INSTRUCTIONAL MATERIALS

Texts:

a. Meyer, Haines, Harris, Retailing, p. 201

ESTIMATED CLASS HOURS 1

ESTIMATED LAB HOURS

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given different types and sizes of stores and/or marketing related organizations, the student will be able to identify the personnel required and qualifications to perform sales promotion activities

Suggested Testing Activities And Resources

a. Have the students interview an individual involved in sales promotion in their chosen occupational areas to determine:

1. sales promotional mix of the organization
2. personnel involved in sales promotion
3. typical organizational structure for sales promotion
4. factors which influence sales promotion

b. Using appropriate written procedures, have the students define briefly the sales promotion related responsibilities of personnel involved in marketing

TASK OR UNIT COMPETENCY

SP-03 Demonstrating an understanding of coordination of sales promotion sales activities

PERFORMANCE STATEMENT

Demonstrate an understanding of coordination of sales promotion activities

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Importance of planning
b. Importance of communications
c. Coordination of sales promotion activities
d. Importance of informed personnel

Provide practical application on:

a. Identification of personnel responsible for sales promotion activities
b. Demonstration of the importance of planning and communications to sales promotion efforts
c. Demonstration of the importance of well informed personnel to sales promotion effort

INSTRUCTIONAL MATERIALS

Texts:

a. Meyer, Haines, Harris, Retailing, P. 13-14, 538-544

ESTIMATED CLASS HOURS 1

ESTIMATED LAB HOURS 1

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given information about Managing sales promotion, the student will be able to explain according to the teacher/coordinator's standards the following:

1. Methods of determining a promotional budget procedures for preparing
2. A promotion schedule
3. Importance of communications and coordination of activities

Suggested Testing Activities And Resources

a. Using appropriate small group methods, and given a sales project (candy, car wash, dinner, etc.) and appropriate sales goals, have the students develop a sales promotion plan and identify the following:

   1. method to be used for determining the promotional budget, and the recommended promotional budget
   2. strategies to be used to meet the goals
   3. plan for coordination and communication of activities
   4. individuals required, their roles and responsibilities

b. Meyer, Haines, Harris, Retailing, problems, p. 545

TASK OR UNIT COMPETENCY

PS-01 Relating the role and importance of sales personnel

PERFORMANCE STATEMENT

Relate the role and importance of sales personnel

INSTRUCTIONAL ACTIVITIES

Provide information demonstration on:

a. Definition and importance of personal selling
b. History and development of selling
c. Roles and responsibilities of sales personnel
d. Types of sales career opportunities
e. Steps of salespersons in the selling process
f. Support activities/duties of sales personnel
g. Personality traits and personal characteristics for selling

Provide practical application on:

a. Interview of a professional salesperson on his/her role and responsibilities
b. Assessment of personality traits and personal characteristics for sales-related careers
c. Development of a resource notebook on sales careers related to student's career field.

INSTRUCTIONAL MATERIALS

Texts:

a. Wingate and Nolan, Fundamentals of Selling, (10th ed.) pp. 2-101.
b. Shinn, Introduction to Professional Selling, pp. 2-84.
c. Mason, Rath, Ross, Marketing Principles and Practices, (3rd. ed.) pp. 338-356.
d. Ditzenberger, Selling, pp. 1-6, 14-25.
e. Ernst, and Ashmun, Selling Principles and Practices, pp. 1-73
f. Pearsons, Ten Greatest Salespersons, pp. 1-194

IDECC: 921, 132, 930, 933, 938

ESTIMATED CLASS HOURS 2

ESTIMATED LAB HOURS 1

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given instructions for its development, the student will develop a marketing resource notebook relating the roles and importance of sales personnel with 80% accuracy.

Suggested Testing Activities And Resources

a. Have students prepare a resource notebook on personal selling including the roles, responsibilities, types of careers, and characteristics of sales personnel

b. Give students an objective written test on: roles and importance of sales personnel, sales career opportunities, steps of sales persons in the selling process, support activities of sales personnel, and characteristics of sales personnel

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TASK OR UNIT COMPETENCY

PS-02 Developing product fact sheets and product analysis sheets on the features and benefits

PERFORMANCE STATEMENT

Develop product fact sheets and product analysis sheets on the features and benefits of goods

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Importance of product knowledge
b. Definition and types of product knowledge
c. Types of business knowledge
d. Sources of product knowledge
e. Conversion of product features into customer benefits
f. Relationship of product knowledge to the total selling process
g. Local, state, and national laws regarding standards
h. Purposes and information on product fact sheets and analysis product sheets on features and benefits

Provide practical application on:

a. Selection of product/service and company to study
b. Location of sources for product knowledge and information
c. Organization and recording of product information on goods/services and firm on a product fact sheet according to the types of product knowledge
d. Development of an analysis sheet of features and benefits to depict the relationship between the product features of the goods or services and the customer benefits which can be derived

INSTRUCTIONAL MATERIALS

Texts:

a. Wingate and Nolen, Fundamentals of Selling, pp. 170-237
b. Shinn, Introduction to Professional Selling, pp. 85-110
c. Ditzenberg, Know Your Merchandise
d. Ernest and Ashmum, Selling Principles and Practices, pp. 158-179.

Student Manuals:

a. Basic Selling, pp. 39-50

IDECC: 036, 309, 062, 070, 110, 156, 435, 491, 499, 502, 506, 507, 508, 509, 510, 511, 513, 514, 517, 518, 521, 527, 528, 529, 530, 535, 536, 537, 543, 545, 550, 564, 581, 583, 585, 587, 588, 589, 590, 822, 827, 922, 930, 931, 932, 941, 944, 950

Equipment and Materials

Product Fact Sheets
Product Analysis Sheets
Assorted Products

ESTIMATED CLASS HOURS 1

ESTIMATED LAB HOURS 1

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given a product or service, the student will develop product fact sheet and product analysis sheet on the features and benefits of the product or service with 80% accuracy.

Suggested Testing Activities And Resources

a. Have students select a product or service related to their career interests and complete product fact sheets and product analysis sheets for them.

b. Provide students with examples of products and services with information about them and have them develop a product fact sheet and product analysis sheet on one of their choice.

TASK OR UNIT COMPETENCY

PS-03 Determining sources of prospects and qualifying them

PERFORMANCE STATEMENT

Determine sources of prospects and qualify them

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Definition and importance of prospecting
b. Sources of prospect lists
c. Types of prospecting techniques
d. Characteristics of a segment for products an/or services.
e. Guidelines for writing effective sales letters

Provide practical application on:

a. Location of possible sources of prospects for a selected product or service of a business
b. Obtainment of prospect leads such as directories, trade journals, and mailing lists
c. Development of criteria to use in qualifying the prospects
d. Selection of prospects for goods or services using the leads obtained and qualification criteria developed

INSTRUCTIONAL MATERIALS

Texts:

a. Winegate and Nolan, Fundamentals of Selling, pp. 130-137, 238-254.
b. Shinn, Introduction to Professional Selling, pp. 140-154.
c. Ernest, Selling Principles and Practices, pp. 92-112, 180-200

Student Manuals:

a. Creative Selling, pp. 77-90

IDECC: 027, 065, 076, 095, 133, 238, 259

ESTIMATED CLASS HOURS 1

ESTIMATED LAB HOURS 0

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given a product or service, and information on prospects, the student will determine the sources of prospects and qualify them with 80% accuracy.

Suggested Testing Activities And Resources

a. Give students four business situations and have them determine five sources of prospects for each of them. Provide students with information about five prospects and have them qualify them.

b. Have students select a product or service related to their career interests. Ask students to identify five sources of prospects and to explain how they would qualify prospects for that product or service.

TASK OR UNIT COMPETENCY

PS-04 Gathering and organizing preapproach information

PERFORMANCE STATEMENT

Gather and organize preapproach information

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Importance and explanation of the preapproach
b. Sources of preapproach information
c. Elements of a prospect's personal profile
d. Elements of the prospect's business profile
e. Types of customers and customer behavior
f. Customer's buying motives
g. Maslowe's hierarchy of needs
h. Psychological steps of customer in buying process
i. Customer buying decision
j. Methods and guideliens for arranging appointments

Provide practical application on:

a. Obtainment of information on a prospect and his/her company, if applicable
b. Development of a personal profile on the prospect
c. Creation of a business profile on the prospect's company
d. Comparison of psychological steps of a customer and the selling techniques of a salesperson.
e. Development of a plan to approach and sell a prospect

INSTRUCTIONAL MATERIALS

Texts:

a. Wingate and Nolan, Fundamentals of Selling, pp. 255-269
b. Shinn, Introduction to Professional Selling, pp. 111-139, 155-163
c. Ditzenberger, Selling, pp. 48-58
d. Ernest and Ashmun, Selling Principles and Practices, pp. 135-357

Student Manuals:

a. Ernest, Basic SElling, pp. 13-26

IDECC: 025, 946

ESTIMATED CLASS HOURS 1

ESTIMATED LAB HOURS 0

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given prospect and the prospect's company, the student will gather and organize the preapproach information with 80% accuracy.

Suggested Testing Activities And Resources

a. Provide students with information about a prospect and a prospect's company. Have them organize the pre-approach information and gather any additional data.

b. Ask students to select a prospect and prospect's company which might be interested in a product or service they would sell. Have the student gather and organize the pre-approach information.

TASK OR UNIT COMPETENCY

PS-05 Approaching a prospect

PERFORMANCE STATEMENT

Approach a prospect

INSTRUCTIONAL ACTIVITIES

Provide Information/Demonstration on:

a. Objectives of the approach
b. Types of greetings
c. Methods of approaching prospects/making open statements
d. Techniques for effective approaches with prospects

Provide Practical Application on:

a. Development of the script/guide lines for several different approaches to use with different types of customers
b. Performance of different approaches to sell goods and/or services to a prospect through a laboratory, simulation, and/or on-the-job training experience.

INSTRUCTIONAL MATERIALS

Texts:

a. Wingate and Nolan, Fundamentals of Selling, pp. 270-281
b. Shinn, Introduction to Professional Selling, pp. 166-183
c. Ernest and Ashmun, Selling Principles and Practices, pp. 222-246

Student Manuals:

a. Ernest, Basic Selling, pp, 51-57

IDECC: 081, 127, 137, 151, 304, 336, 812, 863, 865, 866, 869, 942,

Task Linkage:

FS B-1 Greet Customers
FS B-1 Seat Customers
FS B-2 Greet/Interact with customers

Equipment and Materials:

Cassette tape recorder
Current sales articles

ESTIMATED CLASS HOURS 1

ESTIMATED LAB HOURS 1

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given a business situation, the student will approach the prospect according to established criteria, with 80% accuracy.

Suggested Testing Activities And Resources

a. Design a roleplay activity in which the student assumes the role of a salesperson approaching a customer. Have another student act as the customer. Use a rating sheet with the specified criteria to evaluate the performance.

b. Observe the students at their training stations as they approach customers using a rating scale to assess their performance.

TASK OR UNIT COMPETENCY

PS-06 Determining a customer's needs

PERFORMANCE STATEMENT

Determine a customer's needs

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Customer buying signals
b. Oral communication skills
c. Techniques for skillful questioning
d. Guidelines for effective listening
e. Purposes and procedures for customer want slips
f. Procedures in checking a business customer's stock

Provide practical application on:

a. Compilation of questions to use in determining customers' needs/wants
b. Listening to sales situations on tape and distinguish customers' needs
c. Observation of customers in person or on audio-visual aids and determine their buying needs
d. Completion of a customer want slip
e. Determination of the needs for goods and/or services by a customer in a laboratory, simulation, and/or on-the-job training experience

INSTRUCTIONAL MATERIALS

Texts:

a. Ditzenberger, Selling, pp. 73-91
b. Ernest and Ashmun, Selling Principles and Practices, pp. 74-91

Student Manuals:

a. Ernest, Basic Selling, pp. 27-38, 58-64

IDECC: 288, 397, 830, 836, 861, 867, 868, 870, 872, 883, 884, 919

Task Linkage

WH C-1 Check retailer's stock

ESTIMATED CLASS HOURS 2

ESTIMATED LAB HOURS 1

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given a prospect and a business situation, the student will demonstrate appropriate questioning, listening, and feedback techniques to determine the customer's needs with 80% accuracy on specified criteria.

Suggested Testing Activities And Resources

a. Have thes student assume the role of a salesperson and determine the needs of a customer. Have another student play the customer. Use a rating scale to evaluate the student's performance.

b. Provide the student will a description of a prospect and a business situation. Have him/her explain how s/he would determine the customer's needs.

c. Observe the student at his/her training station as s/he determines a customer's needs. Use a criteria sheet to assess the performance.

TASK OR UNIT COMPETENCY

PS-07 Presenting a sales talk on a product or service

PERFORMANCE STATEMENT

Present a sale talk on a product or service

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Definition and objectives of a sales talk/presentation
b. Qualities of an effective sales talk
c. Types of sales talks/presentation
d. Preparation for sales talk/presentation

Provide practical application on:

a. Observation of a sales talk
b. Development of plan for sales talk
c. Demonstration of a sales talk

INSTRUCTIONAL MATERIALS

Texts:

a. Wingate and Nolan, Fundamentals of Selling, pp. 282-289.
b. Shinn, Introduction to Professional Selling, pp. 109-114
c. Ernest and Ashmun, Selling Principles and Practices, pp. 203-221, 247-256

Student Manuals

a. "Secrets of Making Good Presentations: by Stauback, Kindea, and Kinder. Marketing Times, March April, 1984, pp. 20-23

IDECC: 120, 123, 132, 137, 143, 548 550, 551, 561, 562, 563, 574 575, 576, 808, 842, 843, 873 885, 886

ESTIMATED CLASS HOURS 2

ESTIMATED LAB HOURS 1

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given a product or service and a customer in a business situation, the student will develop a written sales dialog which demonstrates the established criteria for an effective sales talk/presentation with 80% accuracy.

Suggested Testing Activities And Resources

a. Have the student select a product or service related to his/her career interest. Give the student information about a customer. Ask the student to write a script for the sales talk s/he would give. Use a rating sheet to evaluate the script.

b. Ask the student to assume the role of a salesperson while the instructor acts as the customer. Provide the student with information about the product or service and the customer. Have the student give a sales talk about the product or service.

TASK OR UNIT COMPETENCY

PS-08 Demonstrating the use of a product or service

PERFORMANCE STATEMENT

Demonstrate the use of a product or service

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Techniques for effective sales demonstrations
b. Types of sales aids

Provide practical application on:

a. Observation of a sales demonstration
b. Development of plan for a sales demonstration
c. Performance of a sales demonstration

INSTRUCTIONAL MATERIALS

Texts:

a. Wingate and Nolan, Fundamentals of Selling, pp. 290-310
b. Ditzenburger, Selling, pp. 114-125
c. Ernest and Ashmun, Selling Principles and Practices, pp. 257-272

Student Manuals:

a. Ernest, Basic Selling, pp. 65-78

IDECC: 077, 501, 805, 806, 807, 842, 843, 892, 894

ESTIMATED CLASS HOURS 1

ESTIMATED LAB HOURS 1

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given a product or service, the student will demonstrate its use according to established guidelines with 80% accuracy.

Suggested Testing Activities And Resources

a. Provide the student with a product or service and information about it. Ask the student to assume the role of a salesperson while you serve as a customer. Use an evaluation form containing the guidelines to assess the student's performance.

b. Ask the student to choose a product or service and gather information about it. Have the student act as a sales person demonstrating the product or service while another student serves as the customer. Video tape the roleplay and review the performance with the student using the pertinent criteria.

TASK OR UNIT COMPETENCY

PS-09 Handling a customer's questions/objections

PERFORMANCE STATEMENT

Handle a customer's questions/objections

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Types of objections
b. Methods of handling objections
c. Guidelines for handling objections

Provide practical application on:

a. Development of a list of possible objections for a product or service and methods of handling them
b. Observation of a salesperson handling objections
c. Demonstration of skill in handling a customers objections in a simulated, laboratory, or on-the-job experience

INSTRUCTIONAL MATERIALS

Texts:

a. Wingate and Nolan, Fundamentals of Selling, pp. 311-317
b. SHinn, Introduction to Professional Selling, pp. 214-236
c. Ditzenberger, Selling, pp. 126-148.
d. Ernest and Ashmun, Selling Principles and Practices, pp. 273-282, 328-251

IDECC: 558, 874, 397, 926

ESTIMATED CLASS HOURS 1

ESTIMATED LAB HOURS 0

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given a business situation, the student will demonstrate a minimum of three methods of handling a customer's questions/objections accoridng to the specified criteria with 80% accuracy.

Suggested Testing Activities And Resources

a. Provide the student with a description of a business situation and five objections raised by the customer. Ask the student to explain in writing how s/he would handle each of objections. Use the specified criteria to evaluate each response.

b. Prepare a videotape covering a busienss situation in which the customer gives five objections. Give the student a sheet with assorted responses and ask him/her to check those which s/he would use to handle the objection.

TASK OR UNIT COMPETENCY

PS-09 Handling a customer's questions/objections

PERFORMANCE STATEMENT

Handle a customer's questions/objections

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Types of objections
b. Methods of handling objections
c. Guidelines for handling objections

Provide practical application on:

a. Development of a list of possible objections for a product or service and methods of handling them
b. Observation of a salesperson handling objections
c. Demonstration of skill in handling a customers objections in a simulated, laboratory, or on-the-job experience

INSTRUCTIONAL MATERIALS

Texts:

a. Wingate and Nolan, Fundamentals of Selling, pp. 311-317
b. SHinn, Introduction to Professional Selling, pp. 214-236
c. Ditzenberger, Selling, pp. 126-148.
d. Ernest and Ashmun, Selling Principles and Practices, pp. 273-282, 328-251

IDECC: 558, 874, 397, 926

ESTIMATED CLASS HOURS 1

ESTIMATED LAB HOURS 0

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given a business situation, the student will demonstrate a minimum of three methods of handling a customer's questions/objections accoridng to the specified criteria with 80% accuracy.

Suggested Testing Activities And Resources

a. Provide the student with a description of a business situation and five objections raised by the customer. Ask the student to explain in writing how s/he would handle each of objections. Use the specified criteria to evaluate each response.

b. Prepare a videotape covering a busienss situation in which the customer gives five objections. Give the student a sheet with assorted responses and ask him/her to check those which s/he would use to handle the objection.

TASK OR UNIT COMPETENCY

PS-10 Utilizing closing techniques

PERFORMANCE STATEMENT

Utilize closing techniques

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Guidelines on buying signals to close a sale
b. Types of closes
c. Handling incomplete sales

Provide practical application on:

a. Observation of closing techniques used by sales personnel
b. Selection of closing techniques for different businesses
c. Demonstration of closing techniques in a simulation or on-the-job training experience

INSTRUCTIONAL MATERIALS

Text:

a. Fundamentals of Selling, pp. 317-322
b. Selling, pp. 149-168
c. Selling Principles and Practices, pp. 293-311

Student Manuals:

Basic Selling, pp. 95-106

IDECC: 811, 820, 876, 895

ESTIMATED CLASS HOURS 1

ESTIMATED LAB HOURS .5

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given a business situation with a customer, the student will utilize appropriate closing techniques according to specified criteria with 80% accuracy.

Suggested Testing Activities And Resources

a. Provide the student with a description of three sales situations, one each in retailing, wholesaling, and services. Have the student explain what techniques s/he would use to close the sale. Evaluate each response according to the specified criteria.

b. Have the student roleplay a salesperson closing a sale for a product or service selected by him/her with another student serving as the customer.

c. IDECC competency 895.

TASK OR UNIT COMPETENCY

PS-11 Employing plus/suggestion techniques

PERFORMANCE STATEMENT

Employ plus/suggestion selling techniques

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Explanation of plus/suggestion selling
b. Types of plus/suggestion selling
c. Examples of plus/suggestion selling in different business settings

Provide practical application on:

a. Observation of plus suggestion selling techniques by sales personnel
b. Selection of plus/suggestion selling techniques for different business situations
c. Utilization of plus/suggestion selling techniques in a simulation or on-the-job experience

INSTRUCTIONAL MATERIALS

Texts:

a. *Fundamentals of Selling*, pp. 330-333, 371-375
b. *Selling*, pp. 169-184
c. *Selling Principles and Practices*, pp. 312-327

IDECC: 507, 809, 854, 875, 877, 882, 913, 914, 929

ESTIMATED CLASS HOURS .5

ESTIMATED LAB HOURS 0

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given a product or service and a customer, the student will identify these appropriate plus/suggestion selling techniques to increase the sale according to established criteria with 80% accruacy.

Suggested Testing Activities And Resources

a. Provide the student with a product or service and related merchandise or services. Have the student explain how s/he would employ plus/suggestion selling techniques for the given situation.

b. Give the student a list of products and services/and ask him/her to identify three ways in which plus/suggestion selling could be employed for each of them.

c. IDECC competency 875.

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TASK OR UNIT COMPETENCY

PS-12 Completing sales forms and closing mechanics

PERFORMANCE STATEMENT

Complete sales forms and closing mechanics

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Definition and types of closing mechanics
b. Types of sales and sales forms
c. Information on sales forms
d. Terms of sales
e. Dating terms
f. Delivery arrangements
g. Credit card imprinting and authorizations
h. Steps in completing sales forms
i. Computations of discounts, extensions, taxes, shipping change due dates, measurements, and totals
j. Written communications in forms and reports

Provide practical application on:

a. Comparative study of sales forms and closing mechanics used by different businesses
b. Completion of sales form and closing mechanics in a simulation or on-the-job experience

INSTRUCTIONAL MATERIALS

Texts:

a. *Fundamentals of Selling*, pp. 363-366
b. *Selling-Helping Customers Buy*, pp. 261-296
c. *Selling Principles and Practices*, pp. 113-132

IDECC: 094, 113, 125, 130, 353, 357, 358, 359, 360, 362, 363, 374, 377, 378, 390, 819, 898

Equipment and Materials

Credit Card Imprinter
Examples of Sales Forms
Electronic calculator

ESTIMATED CLASS HOURS .5

ESTIMATED LAB HOURS .5

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given a business situation with appropriate forms and materials the student will complete sales forms and closing mechanics for a customer's purchases according to establish criteria with 100% accuracy.

Suggested Testing Activities And Resources

a. Given the student a variety of forms for cash, credit, approval, and lay-away sales with information to complete them. Supply the student with other equipment and materials to handle other closing mechanics.

b. Provide the student with a simulated business experience in which s/he must complete the appropriate sales forms and closing mechanics for a customer's purchase. Provide a variety of forms, equipment, and materials from which the student must select in order to perform the task.

c. IDECC competency 89c.

TASK OR UNIT COMPETENCY

PS-13 Operating a cash register/terminal and handling money

PERFORMANCE STATEMENT

Operate a cash register/terminal and handling money

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Types and functions of cash register/terminal
b. Parts and features of a cash register/terminal
c. Steps in operating a cash register/terminal
d. Corrections of register/terminal errors
e. Procedures for establishing and replenishing the change fund
f. Guidelines for making correct change
g. Balancing cash drawer with the cash register/terminal

Provide practical application on:

a. Observation of parts and operation of cash register/terminal
b. Study of change fund and making change
c. Operation of cash register terminal in a simulation or on-the-job experience
d. Handling money to establish and replenish the change fund and to make change

INSTRUCTIONAL MATERIALS

Texts:

a. Fundamentals of Selling, pp. 323-326
b. Selling-Helping Customers Buy, pp. 297-322

IDECC: 354, 361, 371, 386, 389, 394, 816, 818, 888, 896

ESTIMATED CLASS HOURS 1

ESTIMATED LAB HOURS .5

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given a business situation with appropriate terminal equipment and materials, the student will complete the following activities with 100% accuracy:

a. record a sale
b. record an exchange or refund
c. make change for a customer with no sale
d. count change back from a cash sale
e. process a credit card sale
f. record the appropriate information on a check
g. balance the cash drawer with the register/terminal reading

Suggested Testing Activities And Resources

a. Develop a laboratory setting with a cash register, adding machine, credit card in printer, and related materials. Give the student information for three different business situations, one each for retail, wholesale, and services. Have students perform all the steps from opening the cash register at the beginning of the day to closing it at the end of his/her work period.

b. Give the student a criteria rating sheet and use it to calculate the student's performance in operating a cash register and handling money in a simulated or on-the-job training experience.

c. IDECC competencies 888, and 896.

TASK OR UNIT COMPETENCY

PS-14 Developing a plan to follow-up a sale

PERFORMANCE STATEMENT

Develop a plan to follow-up a sale

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Bases for customer reassurance
b. Departure techniques
c. Analysis of lost or incomplete sales
d. Contact with previous customers
e. Solicitation of lead referrals
f. Techniques for building goodwill

Provide practical application on:

a. Analysis of complete and incomplete sales
b. Perform follow-up activities for a sale in a simulated or on-the-job experience

INSTRUCTIONAL MATERIALS

Texts:

a. Fundamentals of Selling, pp. 327-329, 334
b. Introduction to Professional Selling, pp. 208
c. Selling, pp. 185-186

ESTIMATED CLASS HOURS 1

ESTIMATED LAB HOURS 0

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given a business situation with a customer, the student will develop a plan to follow up a sale according to the designated guidelines with 80% accuracy.

Suggested Testing Activities And Resources

a. Provide the student with descriptions of three business situations, one each for retailing, wholesaling, and services. Have the student describe how s/he would follow up a sale in each of the situations.

b. Have the student select a product or service related to his/her career interest and a business for whom s/he would like to work. Ask the student to develop a plan to follow up a sale with a customer in a retail, wholesale, or service setting.

TASK OR UNIT COMPETENCY

PS-15 Demonstrating techniques to handle business losses

PERFORMANCE STATEMENT

Demonstrate techniques to handle business losses

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Types and causes of business losses
b. Methods of shoplifting
c. Procedures in apprehending shoplifters
d. Preparation of shoplifting report
e. Types of money manipulators
f. Techniques for preventing money manipulation
g. Types of counterfeiting
h. Clues in recognizing counterfeit bills
i. Procedures in handling counterfeit money
j. Types of employee errors and dishonesty
k. Guidelines to discourage employee theft

Provide practical application on:

a. Field trips to businesses to determine types of losses and procedures used to prevent and handle them
b. Performance of techniques to handle business losses in a simulation or on-the-job experience

INSTRUCTIONAL MATERIALS

Texts:

a. Selling-Helping Customers Buy, pp. 323-346.

ESTIMATED CLASS HOURS 1

ESTIMATED LAB HOURS .5

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given an overview of types and causes of business losses, the student will complete the following according to established criteria with 80% accuracy:

a. list five common methods of shoplifting; five methods of reducing shoplifting; and the appropriate steps for apprehending a shoplifter
b. identify three types of money manipulators, and appropriate techniques for preventing money manipulation
c. identify the major types of counterfeit bills and the appropriate procedures for handling counterfeit bills
d. identify five types of common employee errors and dishonesty and appropriate measures for controlling employee caused business losses

Suggested Testing Activities And Resources

a. Develop a simulated business experience in which a customer is shoplifting. Ask the student to roleplay a salesperson and demonstrate how s/he would handle the situation.

b. Set up a simulated or on-the-job training experience in which the student will demonstrate techniques needed to handle a situation in which a customer gives him/her counterfeit money.

TASK OR UNIT COMPETENCY

CS-01 Demonstrating an understanding of customer services

PERFORMANCE STATEMENT

Demonstrate an understanding of customer services

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Definition of customer services
b. Types of Customer Services
c. Categories of customer services
d. Customer services provided by different businesses
e. Examples of service oriented businesses

Provide practical application on:

a. Survey customer services to consumers and businesses provided in the community
b. Assessment of types of customer services provided by profit centers (i.e. banking, lodging, restaurants), and support service provided

INSTRUCTIONAL MATERIALS

Texts:

a. Mason, Rath, Ross, Marketing Principles and Practices, pp. 232-240, 392-399.
b. Golden, Zimmerman, Effective Retailing, pp. 438-459
c. Meyer, Haines, Harris, Retailing, pp. 221-255, 388-415

Task Linkage:

HL	8	Perform personal services
HL	10	Requests for service
HL	11	Know hotel/restaurant hours
HL	13	Transport luggage
FS	6	Schedule dining reservations
FMD	2	Obtain merchandise
WHC	2	Deliver merchandise
FMD	7	Process cash, credit, checks, food stamps, coupons
GMB	2	Wrap packages

ESTIMATED CLASS HOURS 1

ESTIMATED LAB HOURS 2

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given current information about the role of customer service in marketing the student will be able to identify and explain the following with 80% accuracy:

a. Define customer services;
b. Customers for whom customer services are provided;
c. Types of customer services provided by profit center; and
d. Categories and examples of customer services

Suggested Testing Activities And Resources

a. Using appropriate written testing procedures, have students demonstrate knowledge of: the role of customer service, customer services provided for consumers and businesses, types of customer services provided by profit centers, categories and examples of customer services.

b. Using appropriate small group methods have the students identify the role of customer services in various types of marketing related businesses.

c. Have the students conduct a local survey to determine the importance of providing various customer services to different types of marketing organizations.

TASK OR UNIT COMPETENCY

CS-02 Relating the importance of providing customer services

PERFORMANCE STATEMENT

Relate the importance of providing customer services

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Store image
b. Employee responsibilities
c. Employee attitudes/communications
d. Competitive edge for business

Provide practical application on:

a. Explanation of the store images projected by local businesses
b. Identification of employee responsibilities for customer services
c. Demonstrating importance of attitude in communicating about customer services
d. Survey of customer services that provide a competitive edge for local businesses

INSTRUCTIONAL MATERIALS

Texts:

a. Hartley, Retailing, pp. 107-109, 431-439.
b. Samson, Little, Wingate, Retail Merchandising, pp. 364-366, 503

ESTIMATED CLASS HOURS 1

ESTIMATED LAB HOURS 2

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given information about the importance of the store image, customer services used to provide a competitive edge in business, and the role of employee attitudes, the student will be able to write an essay which demonstrates understanding of the employee's responsibility in providing and maintaining customer goodwill through customer services according to the teacher/coordinator's standards.

Suggested Testing Activities And Resources

a. Have the student's discuss the store images and services offered by their training stations and other local businesses.

b. Have the students explain in writing the personal responsibilities of employees in their occupation for providing customer services.

c. Have the students design a survey instrument and conduct a survey of services offered by local businesses.

d. Using a small group technique, have the students develop and present a simulated store meeting on the importance of maintaining a positive attitude when dealing with customers.

TASK OR UNIT COMPETENCY

CS-03 Communicating availability of customer services

PERFORMANCE STATEMENT

Communicate availability of customer services

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Customer services available
b. Procedures for providing customer services
c. Good listening habits
d. Verbal and non-verbal communication skills
e. Completion of customer service request forms
f. Posting/recording customer services

Provide practical application on:

a. Explanation of customer services availability and importance to selected businesses
b. Demonstration of procedures to follow when providing selected services
c. Role play employee responding to request for information about availability and procedures for obtaining customer services
d. Complete in writing customer service request forms
e. Record the use of customer services

INSTRUCTIONAL MATERIALS

Texts:

a. Hartley, Retailing, pp. 419-440.
b. Williams, Eggland, Communicating at Work, pp. 101-105.

IDECC: 527, 853, 898, 890

Task Linkage:

HL-F1	Prepare conference/convention facilities
HL-F2	Prepare banquet facilities
HL-F3	Develop banquet menus
HL-F4	Schedule property activities
HL-F6	Requisition food/supplies/equipment

ESTIMATED CLASS HOURS 2

ESTIMATED LAB HOURS 1

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given a role playing situation applicable to the student's occupational area, the student will be able to demonstrate the following skills according to the standards established by the teacher/coordinator:

a. greet the customer
b. good listening techniques
c. explain services available and procedures for obtaining them
d. complete any service request forms necessary
e. close the interaction in a manner that maintains the customer's goodwill

Suggested Testing Activities And Resources

a. Have the students analyze in writing the importance of customer services offered by various businesses.

b. Have the students role play situations in which they are asked to explain specific customer services offered to customers.

c. Have the students complete forms required for requesting various customer services.

d. Have the students record the requests and/or use of specific customer services.

TASK OR UNIT COMPETENCY

CS-04 Providing selected customer services

PERFORMANCE STATEMENT

Provide selected customer services

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Guidelines for credit applicants
b. Processing of various types of exchange (checks, food stamps, coupons)
c. Scheduling of appointments
d. Specific related customer services: delivery, wrapping, packaging, mailing

Provide practical application on:

a. Evaluating given credit applications
b. Accepting various forms of exchange for products or services
c. Scheduling appointments, (seating, dining reservations, wardrobe, consultation, wedding consultation, interior design, delivery)
d. Demonstrate competency for related customer service

INSTRUCTIONAL MATERIALS

Texts:

a. Mason, Rath, Ross, Marketing Practices and Principles, pp. 392-400.

IDECC: 116, 901, 528, 899, 530, 720, 887, 831, 866, 339, 333, 846, 629, 505

Task Linkage:

GM B-2 Wrap packages
GM B-4 Process layaway sales
GM B-5 Process telephone/mail/ COD orders
FS B-1 Greet customers
FS B-2 Seat customers
FS B-3 TAke customers' order
FS B-4 Serve customers' orders
FS B-6 Schedule dining reservations
FM D-1 Load groceries into carts/ deliver
FM D-2 Obtain merchandise for customers
FM D-3 Bag groceries

ESTIMATED CLASS HOURS 2

ESTIMATED LAB HOURS 1

INSTRUCTIONAL MATERIALS

HL A-5 Sort mail
HL A-6 Operate telephone switchboard
HL A-7 Post events
HL A-8 Perform personal services for hotel guests
HL A-9 Inform guests of services facilities
HL A-10 Provide room service for guests
HL A-11 Make/confirm travel arrangements
HL A-12 Organize sightseeing tours
HL A-13 Conduct sightseeing tours

INSTRUCTIONAL MATERIALS

ESTIMATED CLASS HOURS

ESTIMATED LAB HOURS

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given appropriate information for providing selected customer services, the student will be able to complete the following according to the standards established by the teacher/coordinator:

a. evaluate a credit application
b. schedule reservations, consulting, or services
c. demonstrate competency in providing a minimum of one
d. occupation related customer service, (i.e. wrapping, packaging, credit, delivery)

Suggested Testing Activities And Resources

a. Have the students complete a written rating of a given credit application.

b. Have the students role play situations in which they must schedule appointments for customer services.

c. Have the students demonstrate proper procedures for providing customer services in their occupation or a related field.

TASK OR UNIT COMPETENCY

CS-05 Demonstrating positive human relations skills when confronted with problem customers

PERFORMANCE STATEMENT

Demonstrate positive human relations skills when confronted with problem customers

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Common customer
b. Policies and procedures for accepting returns
c. Procedures for making adjustments
d. Special customer problems

Provide practical application on:

a. Simulated complaint from a customer on service
b. Interview businesses to determine common practices on handling returns
c. Writing guidelines for making adjustments to the customer's bill
d. Role playing situations in which the customer is dissatisfied or difficult to handle

INSTRUCTIONAL MATERIALS

Texts:

a. Williams, Eggland, Communicating at Work, pp. 187-207.

IDECC: 127, 156, 130, 155, 862, 115, 817, 879, 896, 557, 853, 897, 899, 136

Task Linkage:

FM D-5	Refer complaints
FM D-9	Resolve custoemr complaints
FS B-7	Handle/process customer complaints
HL C-1	Handle/process customer complaints
AA B-6 / GM B-6	Handle exchanges, returns/complaints
PM C-9	Handle/process customer complaints
W G-2	Report complaints

ESTIMATED CLASS HOURS 2

ESTIMATED LAB HOURS 1

Performance Objective (CRM)

Given instruction on how to assess complaints, returns, or adjustments, the students will be able to demonstrate the ability to follow store policies while solving customer problems and maintain goodwill according to the standards established by the teacher/coordinator.

Suggested Testing Activities And Resources

a. Have the students handle simulated complaints from customers.

b. Have the students interview local businesses to determine common practices on handling returns, making adjustments, and handling complaints.

c. Have the students write guidelines for handling returns and making adjustments to the customer's bill.

TASK OR UNIT COMPETENCY

AD-01 Demonstrating an understanding of advertising purposes and uses

PERFORMANCE STATEMENT

Demonstrate an understanding of advertising purposes and uses

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Definition of advertising
b. Definition of publicity
c. Purposes of advertising
d. Institutional advertising
e. Promotional advertising
f. Types of advertising media

Provide practical application on:

a. Identification of advertisements public service announcements, and publicity
b. Explanation of criteria required for an advertisement
c. Identification of institutional and promotional ads in magazines, newspapers, radio, television, and direct mail
d. Identification of different advertising media avialable in the community

INSTRUCTIONAL MATERIALS

Texts:

a. Samson, Advertising Planning and Techniques, pp. 1-11
b. Johnson, Advertising Today, pp 3, and 15-18.
c. Wray, Advertising Services, pp. 2-11
d. Mason, Roth, Ross, Marketing Practices and Principles, pp. 299-308

IDECC: 001, 002, 011, 013, 018

Equipment and Materials

a. Overhead projector
b. Cassette recorder and carramate
c. Assorted advertisements

ESTIMATED CLASS HOURS 2

ESTIMATED LAB HOURS 0

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given current information about the purposes, uses, types, and qualifications of advertising, the student will be able to identify and explain the following with 80% accuracy:

1) The definitions of advertising and publicity;
2) The purposes of advertising
3) The functions of institutional and promotional advertising
4) Types of advertising media used in marketing

Suggested Testing Activities And Resources

a. Using appropriate small group methods have the students identify the different types of purposes of advertisements used in various media by selected marketing organizations; i.e. McDonalds, K-Mart, Sears, Neiman-Marcus, Rich's, Krogers, Chevrolet, Coca-Cola, Nike's.

b. Have the students develop and present an advertising resource package for their occupational area which includes the following:
    1) a minimum of ten sample ads from a variety of organizations classified by type (institutional or promotional), purpose, theme, and media
    2) Recommendations and justification for five additional appropriate advertising media sources for their own occupational area
    3) One example of publicity for a business in their occupational area

c. Using appropriate written testing procedures have students demonstrate knowledge of: advertising, publicity, types of advertisements, purposes of advertising, media used for advertising.

d. Use questions for discussion and test provided by D.E. Visuals in Advertising Media.

e. Mason, Rath, Ross, Marketing Practices and Principles, vocabulary questions, case problems, and projects on pp. 307-308

TASK OR UNIT COMPETENCY

AD-02 Comparing media characteristics

PERFORMANCE STATEMENT

Compare media characteristics

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Comparative media characteristics
b. Exposure methods (type of media)
c. Volumes/circulation
d. Cost for medium's use
e. Quality of media for target markets
f. Impact of selected media

Provide practical application on:

a. Comparison media for effectiveness when considering circulation relative cost, appropriateness for target market, and impact of selected media.
b. Identification of media used by training stations or community businesses.
c. Evaluation of selected media for impact, volume, cost, and/or quality.

INSTRUCTIONAL MATERIALS

Texts:

a. Johnson, Advertising Today, pp. 15-24
b. Mason, Roth, Ross, Marketing Practices and Principles, pp. 309-319.
c. Wray, Advertising Services, pp. 64-70.

Student Manuals:

a. Mason, Rath, Ross, Marketing Practices and Principles, pp. 117-120.

IDECC: 007, 009, 019, 095, 020, 046, 047, 051

Equipment and Materials:

Samples of different types of media advertisements

ESTIMATED CLASS HOURS 1

ESTIMATED LAB HOURS 1

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given information about different types of printed, electronic, specialty, and direct mail advertising media the student will be able to identify the potential impact, volume (circulation), cost for circulation, and quality for potential prospects of each media with 75% accuracy.

Suggested Testing Activities And Resources

a. Have the students develop a media comparison chart for local media including the following exposure methods: local newspapers, local radio, local tv, yellow pages, premiums, incentives, advertising specialties, gifts, stadium programs, signs, city magazines, business and special interest publications, inserts, Sunday magazines, direct mail, telephone, billboards, aerial advertising, bus stop, bus station terminal media, parking l attractions, handbill fliers, and shopping bags. The exposu methods should be compared by impact, volume, cost, and quality.

b. Have the students select a local business and identify and justify appropriate media for the business.

c. Have the students complete the activities in Mason, Roth, Ross, (Student Manual), Marketing Practices and Principles, pp. 117-120.

d. Mason, Rath, Ross, Marketing Practices and Principles, pp. 308, 318, 319.

e. Johnson's Advertising Today, work simulation, p. 26.

TASK OR UNIT COMPETENCY

AD-03 Demonstrating an awareness of advertising policies and media used by training station or potential training station

PERFORMANCE STATEMENT

Demonstrate an awareness of advertising policies and media used by training station or potential training station

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Traditional advertising patterns for various marketing industries
b. Days selected for advertising
c. Employer expectations of employees knowledge of advertising

Provide practical application on:

a. Identification of traditional advertising patterns, placement policies, and days advertised for major industries.
b. Identification of employer expectations of employee's knowledge of store advertising.

INSTRUCTIONAL MATERIALS

Texts:

a. Burke, *Advertising the the Marketplace*, pp. 100-122

IDECC: 039, 042, 044, 048, 064, 065 066, 067, 068, 070, 072

ESTIMATED CLASS HOURS 1

ESTIMATED LAB HOURS 0

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given information about the advertising media used, frequency of advertising and days ads are run, the student will be able to develop a written plan to inform employees of their responsibilities in knowing what is being advertised according to the teacher/coordinator's standards.

Suggested Testing Activities And Resources

1. Have the students survey their training stations or other businesses to determine the employees responsibilities for advertising knowledge including where ads are posted, how often ads are changed, traditional days ads appear, and media used.

2. Have the students compare and contrast the advertising policies of various businesses.

TASK OR UNIT COMPETENCY

AD-04 Planning an advertising program

PERFORMANCE STATEMENT

Plan an advertising program

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. What to advertise
b. When to advertise
c. How to advertise
d. Planning the advertising budget

Provide practical application on:

a. Identification of factors to consider when determining what to advertise
b. Development of media calendar specifying when and how to advertise given merchandise or service.
c. Identification of methods used when planning an advertising budget
d. Selection of an appropriate method for planning an advertising budget

INSTRUCTIONAL MATERIALS

Texts:

a. Johnson, Advertising Today, pp. 118-137
b. Samson, pp. 11-35
c. Wingate, Samson, Retail Merchandising pp. 418-423.

Student Manuals:

a. Mason, Rath, Ross, Marketing Practices and Principles, p. 113

IDECC: 003, 004, 012, 016, 045, 053

Task Linkage:

J-9	Calculate media costs
J-10	Allocate advertising time/ space
J-11	Schedule/purchase media time/ space
J-12	Select advertising media
J-13	Develop advertising calendar
J-14	Develop advertising budget
J-15	Develop media plan

Equipment and materials:

Sample advertising budget forms

ESTIMATED CLASS HOURS 2

ESTIMATED LAB HOURS 1

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given information required to develop an advertising budget for a specific organization, the student will be able to complete the following tasks according to the teacher/coordinator's standards:

a. Select and justify use of method for planning an advertising budget;
b. Develop an advertising calendar showing media, dates, and campaigns or merchandise to be advertised; and
c. Justify the advertising budget and plan.

Suggested Testing Activities And Resources

a. Using appropriate small group techniques have the students, develop a six month advertising budget for a given business select media to be used, estimate expenditures for each media, and present the plan to the class.

b. Given a six month advertising budget with figures on how much money can be spent each month, have students select advertising campaign themes, identify merchandise to be advertised each month, and show use of more than one media for the campaigns.

c. Given the "Advertising Plan Check Chart" on pp. 137-138 of Johnson's Advertising Today, have the student analyze selected businesses.

d. Mason, Roth, Ross, (Student Manual) Marketing Practices and Principles, activities, pp. 114-116.

TASK OR UNIT COMPETENCY

AD-05 Identifying psychological concepts that influence advertising

PERFORMANCE STATEMENT

Identify psychological concepts that influence advertising

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Influences on advertising themes
b. Major themes present in advertising
c. Psychological effects of specific advertisements

Provide practical application on:

a. Identification of social, moral, and emotional factors influencing advertising.
b. Identification of appeals used in specific advertising
c. Evaluation of effectiveness of advertisements impact

INSTRUCTIONAL MATERIALS

Texts:

a. Johnson, Advertising Today, pp. 247-256
b. Burke, Advertising in the Marketplace, pp. 2-26
c. Wray, Advertising Services, pp. 24-30

AV's

a. D.E. Visuals, Psychology of Advertising
b. "Televisions Greatest Commercials." I, II, and III, NBC

Equipment and Materials:

Carramate slide projector
Cassette tape player
VCR player and monitor
Copies of assorted advertisements illustrating psychological concepts

ESTIMATED CLASS HOURS 2

ESTIMATED LAB HOURS 0

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given information about influences of advertising, the student will be able to list and identify with examples a minimum of five social political, moral, and/or emotional factors or events which have influenced current advertising.

Suggested Testing Activities And Resources

a. Using appropriate small groups techniques, have the students identify and explain the social, political, moral, and emotional factors or events that are having an impact on current advertising.

b. Using selected advertising examples, have the students identify the type of psychological influence evident and explain the effectiveness of the ad.

c. Have the students discuss the factors influencing "Televisions Greatest Commercials."

d. Have the students complete the quiz and discussion questions with DE Visuals "Psychology of Advertising."

e. Wray's Advertising Services, exercises, pp. 27-31.

TASK OR UNIT COMPETENCY

AD-06 Constructing print advertisements

PERFORMANCE STATEMENT

Construct print advertisements

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Components of print advertisements
b. Components of newspaper, magazine, billboard, direct mail, handbill advertisements
c. Check list for effectiveness of print advertisements

Provide practical application on:

a. Identification of components of selected print advertisements
b. Evaluation of selected print advertisements
c. Construction of selected print advertisements
d. Preparation of a resource notebook including sample print ads, and critiques of their effectiveness

INSTRUCTIONAL MATERIALS

Texts:

a. Johnson, Advertising Today
b. Samson, Advertising Planning and Techniques, pp. 140-162, 230-246
c. Wray, Advertising Services, pp. 98-113, 130-147
d. Burke, Advertising in the Marketplace, pp. 126-166

AV's:

a. DE Visuals, DE120A Advertising
b. Layout Part I, and DE120B Advertising Layout, Part B

IDECC: 005, 006, 017, 019, 021, 028, 044, 049, 054, 055, 056, 057, 059

Task Linkage:

G- 1	Prepare ads for transmittal
G- 2	Develop select advertising
G- 3	Develop advertising layouts
G- 4	Select type style for print advertisements
G- 5	Develop advertising layouts
G- 6	Prepare advertising copy
G-11	Check advertising proofs
H- 1	Write straight accouncement scripts
H- 2	Write dramatized scripts

ESTIMATED CLASS HOURS 1

ESTIMATED LAB HOURS 2

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given information and examples of print advertisements, the student will be able to construct and/or evaluate selected types of print advertisements in accordance with the teacher/coordinator's standards.

Suggested Testing Activities And Resources

a. Using appropriate rating forms for each type of print advertising, have the students evaluate and analyze the effectiveness of the following: newspaper ads, magazine ads, billboards, direct mail pieces, and handbills.

b. Using appropriate small group techniques, have the student construct a minimum of three print advertisements using the same message but different media.

c. Wray's Advertising Services, exercises, pp. 101-113.

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TASK OR UNIT COMPETENCY

AD-07 Creating electronic advertisements

PERFORMANCE STATEMENT

Create electronic advertisements

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Advantage/disadvantages of broadcast media (radio and television)
b. Planning radio ads
c. Preparation of radio ads
d. Formats for radio
e. Evaluating radio
f. Planning television
g. Preparation for television
h. Formats for television
i. Evaluating television

Provide practical application on:

a. Identification of advantages and disadvantages of radio and television
b. Developing a radio script to conform to a time limit
c. Designing a story board for a television commercial
d. Evaluating straight announcements and dialogue on the radio.
e. Evaluating a TV commercial

INSTRUCTIONAL MATERIALS

Texts:

a. Burke, Advertising in the Marketplace, pp. 168-192, 344-369
b. Johnson, Advertising Today, p. 188-224
c. Samson, Advertising Planning and Techniques, pp. 72-82
d. Wray, Advertising Services, pp. 114-129

Task Linkage:

H- 3 Write/design storyboard

Equipment and materials:

a. Cassette recorder and sample radio ads
b. VCR and sample television ads
c. Storyboard and script forms

ESTIMATED CLASS HOURS 1

ESTIMATED LAB HOURS 1

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

The student will be able to complete the following:

a. Given a specific time limit, a script model, and a fact sheet, develop a script for a radio commercial that conforms to the time limit and is consistent with the model.

b. Given a storyboard model and the necessary supplied design and make a storyboard for a television commercial that is consistent with the model.

Suggested Testing Activities And Resources

a. Have the student listen to and identify the different types of radio formats.

b. Have the student complete evaluation forms on various radio and television ads and justify their ratings of the various ads.

c. Using small group techniques, have the student develop scripts for radio, using a different type of script for each; the types of scripts may include straight announcements, playlets and dramatizations, demonstrations, testimonials and endorsements, humorous scripts or musical scripts.

d. Have the student design a storyboard for a television ad.

e. Samson's *Advertising Planning and Techniques*, Section 7, Projects 33-35, pp. 167-172.

f. Wray's *Advertising Services*, exercises, pp. 118-121, and 126-129.

TASK OR UNIT COMPETENCY

VM-01 Explaining the role of visual merchandising in marketing

PERFORMANCE STATEMENT

Explain the role of visual merchandising in marketing

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Role of visual merchandising
b. Purposes of display
c. Selling through display
d. Career opportunities in visual merchandising
e. Applications of display in marketing occupations
f. Competencies needed in display

Provide practical application on:

a. Identification of visual merchandising purposes
b. Assessment of competency characteristics required for successful employment in visual merchandising

INSTRUCTIONAL MATERIALS

Texts:

a. The Display Specialist, pp. 1-10.
b. Samson and Little, Display Planning and Techniques, pp. 1-6
c. Fuder, Applied Visual Merchandising, pp. 1-8, 11-16, 21-22, 101-103
d. A Practical Guide to Visual Merchandising, pp. 1-24

IDECC: 497, 254, 237, 238, 240
242, 243

ESTIMATED CLASS HOURS 1

ESTIMATED LAB HOURS 0

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given a case problem, the student will demonstrate the comprehension of the proper use of elements and principles of display design according to the teacher/coordinator's standards.

Suggested Testing Activities And Resources

a. Using appropriate written testing procedures, have students demonstrate a knowledge of the formula for display design, elements of display design, properties of color, the color wheel, effects and psychology of color, principles of display design, and basic display arrangements.

b. Using appropriate visual examples, have students identify the elements of display design, use of color, principles of display design, and basic display arrangements.

c. Using appropriate visual examples, have the students analyze the use of the elements and principles of display.

e. Using a marketing related business, have the students develop and defend a color scheme for a specified department.

Resources:
Domian, Judi and Kent Duniphan. Color in Display, Milliken Publishing Company, 1980.

TASK OR UNIT COMPETENCY

VM-02 Identifying function of displays

PERFORMANCE STATEMENT

Identify function of display

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Functions of displays
b. Objectives of institutional displays
c. Objective of promotional display
d. Examples in business

Provide practical application on:

a. Identification of function of displays
b. Distinction between institutional and promotional displays

INSTRUCTIONAL MATERIALS

Texts:

a. Fuda, The Display Specialist, pp. 11-20
b. Mills and Paul, Applied Visual Merchandising, pp. 22-23, 91-98
c. Meyer, Haines, Harris, Retailing Principles and Practices, pp. 210-213.

AV's:

a. DE Visuals, Merchandise Display

IDECC: 241

Equipment:

Carramate slide projector,
Cassette recorder screen

ESTIMATED CLASS HOURS .5

ESTIMATED LAB HOURS .5

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given visual examples of the different functions of display, the student will be able to identify the function and purpose of the given displays with 90% accuracy.

Suggested Testing Activities And Resources

a. Using appropriate written testing procedures, have the students identify the function of various displays.

b. Have the students identify the functions of the displays in their training stations or business related to their occupational goal.

TASK OR UNIT COMPETENCY

VM-03 Applying elements of display design

PERFORMANCE STATEMENT

Apply elements of display design

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Formulate for display design
b. Elements of display design
c. Properties of color
d. Color wheel
e. Effects of color on display
f. Psychology of color
g. Color tips
h. Principles of display design
i. Basic display arrangements

Provide practical application on:

a. Application of elements of display design
b. Identification of color use and messages in displays
c. Development of color scheme for displays
d. Identification of basic display arrangements
e. Demonstration of use of elements and principles of display design

INSTRUCTIONAL MATERIALS

Texts:

a. Fuda, The Display Specialist, pp. pp. 21-41
b. Samson and Little, Display Planning and Techniques, pp. 7-19
c. Mills and Paul, Applied Visual Merchandising, pp. 30-70

IDECC: 246, 228, 230

Resource:

a. Domdan, and Duniphen, Color in Display (Multi-media package)

Equipment and Materials:

Overhead projector
Duplicate copies of handouts from Color in Display.

ESTIMATED CLASS HOURS 1

ESTIMATED LAB HOURS 0

Performance Objective (CRM)

Given photographs of displays demonstrating the use of elements of display design, the student will complete the following activities with 80% accuracy:

a. identify appropriate and inappropriate use of elements of display design
b. identify the basic type of arrangement used in the various displays
c. identify the effects of colors used in each display

Suggested Testing Activities And Resources

a. Using appropriate written testing procedures, have students demonstrate a knowledge of the formula for display design, elements of display design, properties of color, the color wheel, effects and psychology of color, principles of display design, and basic display arrangements.

b. Using appropriate visual examples, have students identify the elements of display design, use of color, principles of display design, and basic display arrangements.

c. Using appropriate visual examples, have the students analyze the use of the elements and principles of display.

d. Using a marketing related business, have the students develop and defend a color scheme for a specified department.

TASK OR UNIT COMPETENCY

VM-04 Identifying displays by types

PERFORMANCE STATEMENT

Identify display by type

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Types of window displays
b. Backgrounds for window displays
c. Classifications of window displays
d. Types of interior display

Provide practical application on:

a. Identification of types of various window and interior displays.
b. Explanation of use of various types of backgrounds in display.

INSTRUCTIONAL MATERIALS

Texts:

a. Samson and Little, Display Planning and Techniques, pp. 26-41
b. Mills and Paul, Applied Visual Merchandising, pp. 33-35, 5-6, 21-22, 114 114-120, 83-86, 68, 12
c. Cahan and Robinson, A Practical Guide to Visual Merchandising

IDECC: 247, 244, 245

ESTIMATED CLASS HOURS .5

ESTIMATED LAB HOURS 0

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given examples of various displays, the student will identify the various types and classifications of window and interior displays with 90% accuracy.

Suggested Testing Activities And Resources

a. Using appropriate written testing procedures, have students identify the various types and classifications of window and interior displays.

b. Using a form identifying types and classifications of window and interior displays the students will identify the various displays currently used by given business.

c. Using a floor plan of a school store, the students will identify the types and classifications of window and interior displays.

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TASK OR UNIT COMPETENCY

VM-05 Planning Visual Merchandising

PERFORMANCE STATEMENT

Plan visual merchandising

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Consider store image
b. Consider customer expectations
c. Short term planning
d. Select a theme
e. Sources for idea or theme
f. Elements affecting display idea
g. Sketch display design
h. Long range planning
i. Display planning calendar
j. Display planning budget
k. Time sequence for display

Provide practical application:

a. Evaluation of themes for display when considering store image and customer expectations
b. Development of short term plans for display
c. Development of long range plans for display including planning calendar, budget, and time sequence for display

INSTRUCTIONAL MATERIALS

Texts:

a. Fuda, *Display Specialist*, pp. 41-56
b. Mills and Paul, *Applied Visual Merchandising*, pp. 3, 4, 100, 103, 106, 153
c. Samson and Little, *Display Planning and Techniques*, pp. 20-26
d. Cahan and Robinson, *A Practical Guide to Visual Merchandising*, pp. pp. 239-254

IDECC: 187, 245, 196, 188, 192, 258, 174, 200, 229, 213, 214, 222, 223, 210

Task Linkage:

GM/AA	F-3	Determine display location
GM/AA	F-4	Obtain fashion merchandise information
GM/AA	F-5	Obtain merchandise display information, aids, illustration
GM/AA	E-5	Prepare sign shop requisitions.

ESTIMATED CLASS HOURS .5

ESTIMATED LAB HOURS 1

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given a specific business example, the student will demonstrate the ability to develop long term display goals, short term display goals, and display themes for the business according to the teacher coordinators' standards.

Suggested Testing Activities And Resources

a. Using appropriate written testing procedures, have students demonstrate knowledge and comprehension of the following:

   1) The importance of planning displays to match the customer's expectations of the store;
   2) Steps to follow in planning a display;
   3) Sources available for ideas for themes in display;
   4) Basic guidelines for organizing a planning calendar, and
   5) Basic forms used in securing merchandise, materials, planning, and evaluating displays

b. Using adequate information about store image and customer expectations have students develop appropriate display themes for various businesses and products.

c. Using a specific business example, have students develop a six month planning calendar for a given classification of merchandise.

TASK OR UNIT COMPETENCY

VM-06 Identifying tools/materials equipment needed for visual merchandising

PERFORMANCE STATEMENT

Identify tools/materials equipment needed for visual merchandising

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Classification of tools
b. Classification of materials
c. Importance of tools in visual merchandising
d. Equipment in visual merchandising
e. Fixtures in visual merchandising

Provide practical application on:

a. Organization of tools needed to construct a display
b. Utilization of tools, equipment, and fixtures in visuals merchandising

INSTRUCTIONAL MATERIALS

Texts:

a. Samson, Little, Display Planning and Techniques, pp. 51-59
b. Fuda, Display Specialist, pp. 57-70
c. Cahan and Robinson, A Practical Guide to Visual Merchandising, pp. 75-87

Task Linkage:

GM/AA	C-1	Maintain display workshop area
GM/AA	C-4	Service, store hand power tools
GM/AA	C-5	Service, store electric motors, turntalbes
GM/AA	A-5	Store/record, location of display materials/supplies

ESTIMATED CLASS HOURS .5

ESTIMATED LAB HOURS .5

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given a detailed description of a display that is to be constructed, the student will be able to identify the tools, materials, equipment, props, and fixtures needed to construct the display according to the teacher coordinators' standards.

Suggested Testing Activities And Resources

a. Using a comprehensive list of tools, materials, equipment, props, and fixtures, have the student identify which items would be needed to construct a given display.

b. Using appropriate performance testing procedures, have the students organize tools needed to construct a given display.

c. Using appropriate written testing procedures, have students demonstrate knowledge of various tools, materials, equipment, fixtures, and props used in display.

TASK OR UNIT COMPETENCY

VM-07 Practicing safety procedures in visual merchandising

PERFORMANCE STATEMENT

Practice safety procedures in visual merchandising

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Safety rules for merchandise by type
b. Safety use of equipment
c. Safety checks for details in display

Provide practical application on:

a. Demonstration of safety rules regarding display equipment, materials, and tools

INSTRUCTIONAL MATERIALS

Texts:

a. Samson and Little, Display Planning and Techniques, pp. 60-61
b. Fuda, Display Specialist, pp. 73-78
c. Cahan and Robinson, A Practical Guide to Visual Merchandising, pp. 110-127

IDECC: 203

Task Linkage:
FM B-6 Safety procedures when stocking case display

ESTIMATED CLASS HOURS .5

ESTIMATED LAB HOURS .5

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given a specific business, the student will outline a safety plan that includes any component part of a display that might be constructed within the business according to the teacher coordinator's standards.

Suggested Testing Activities And Resources

a. Using appropriate detailed descriptions of displays, have the students identify safety precautions that should be taken when constructing the display

b. Using appropriate performance testing procedures, have the students demonstrate safe use of various display component parts (i.e., mannequin, ceiling clips, ladders, platforms, fixtures, etc.)

TASK OR UNIT COMPETENCY

VM-08 Preparing merchandise for display

PERFORMANCE STATEMENT

Prepare merchandise for display

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Preliminary preparation
b. Storage and care of props
c. Record keeping for display
d. Checklist for display construction
e. Specific preparation for specialized display, soft goods, hardline goods, or supermarket goods

Provide practical application on:

a. Performance of procedures required before a display is completed
b. Assessment of steps to prepare a specialized display
c. Assembly of goods, materials, tools, and equipment required to install a display for a specific type of goods

INSTRUCTIONAL MATERIALS

Texts:

a. Fuda, The Display Specialist, pp. pp. 82-88, 15, 18, 93-95
b. Mills and Paul, Applied Visual Merchandising
c. Cahan and Robinson, A Practical Guide to Visual Merchandising, pp. 349-350

IDECC: 196, 176, 180, 205, 207, 208, 209, 220

Task Linkage:

GM/AA C-2	Clean, repair, display fixtures
GM/AA C-3	Clean, repair mannequins forms
GM/AA C-5	Display merchandise
GM/AA A-3	Assemble, groom products for display
GM/AA A-5	Store/record location of display materials, supplies
GM/AA A-1	Skill in maintaining display
GM/AA A-12	Select display fixtures

ESTIMATED CLASS HOURS 1

ESTIMATED LAB HOURS 1.5

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given a simulated situation, the student will follow the steps required to prepare merchandise for display according to the teacher-coordinator's standards.

Suggested Testing Activities And Resources

a. Using appropriate performance testing procedures, have the students complete the preliminary preparation procedures for construction and placement of a given display.

b. Using appropriate written testing procedures, have students demonstrate comprehension of the steps to be included and checked when constructing a display.

TASK OR UNIT COMPETENCY

VM-09 Constructing background, signs, mannequins for display

PERFORMANCE STATEMENT

Construct background, signs, mannequins for display

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Check background for cleanliness
b. Coordinate background with merchandise
c. Steps in building display background
d. Guidelines for signs
e. Steps in designing signs
f. Steps for product signs
g. Guidelines for checking display signs or during signs for display
h. Guideliens for using mannequins
i. Skill in dressing mannequins
j. Case and storage of mannequins

Provide practical application on:

a. Construction of background for display
b. Construction of signs for display
c. Preparation and dressing of mannequins for use in display

INSTRUCTIONAL MATERIALS

Texts:

a. Fuda, Display Specialist, pp. 96-99
b. Mills and Paul, Applied Visual Merchandising, pp. 13, 32, 34
c. Samson and Little, Display Planning and Techniques, p. 60
d. Cahan and Robinson, A Practical Guide to Visual Merchandising, pp. 66-67, 164-176.

IDECC: 185, 231, 232, 193, 217, 207, 177, 172, 227, 181, 182, 182, 198, 199, 200, 201, 202, 203

Task Linkage:

AA/GM	C-9	Construct/cover/finish display background props
AA/GM	C-10	Select/install background
AA/GM	C-11	Design/construct assemble display fixtures, forms, props
AA/GM	C-12	Select, wire, arrange, lights/fixtures
GM/AA	B-3	Design/build ledge/wall display
GM/AA	E-4	Steps in sign design
GM/AA	E-6	Write sign copy
FM/GM/AA	E-1	Print signs

ESTIMATED CLASS HOURS 1

ESTIMATED LAB HOURS 1.5

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given appropriate tools, materials, fixtures, and equipment, the student will create a display background, signs, and mannequins for a given display to the teacher-coordinator's standards.

Suggested Testing Activities And Resources

a. Using appropriate performance testing procedures have the students create the following:

   1) appropriate background for display
   2) display signs
   3) assemble and prepare mannequins or other props
   4) dress mannequins

b. Using appropriate written testing procedures, have students demonstrate ability to:

   1) evaluate prepared display signs
   2) order signs for displays
   3) complete merchandise requisitions for merchandise

TASK OR UNIT COMPETENCY

VM-10 Stripping and installing a window or interior display

PERFORMANCE STATEMENT

Strip and install a window or interior display

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Steps before removing display
b. Steps when removing display
c. Steps for installing a window
d. Evaluation of the display

Provide practical application on:

a. Removal of a window and/or interior display
b. Installation of a window display
c. Evaluation of the use of the components and principles of display
d. Evaluation of the overall effectiveness of a display

INSTRUCTIONAL MATERIALS

Texts:

a. Samson, Little, and Wingate Retail Merchandising
b. Fuda, Display Specialist, pp. 91-102
c. Mills and Paul, Applied Visual Merchandising, pp. 16-17, 113-120
d. Cahan and Robinson, Practical Guide to Visual Merchandising, pp. pp. 250-253

IDECC: 211, 233, 207, 177, 217, 214, 196, 217, 218, 219, 221, 223

Task Linkage:

GM/AA	A-2	Dismantle Display
GM/AA	A-4	Return merchandise to stock
HL/	F-1	Erect/arrange exhibits display
GM/AA	A-1	Skill in maintaining display
GM/AA	C-8	Assemble, disassemble, knockdown display
GM/AA	A-13	Assemble, disassemble, mannequins, forms, easel
FM/GM/AA	A-18	Place show cards/ price cards
	B-1	Design and build a display
	D-1	Construct, install exhibits

ESTIMATED CLASS HOURS 1

ESTIMATED LAB HOURS 2

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given a prepared display, the student will remove the display, install a new display, and evaluate the overall effectiveness of the display according to the teacher coordinator's standards.

Suggested Testing Activities And Resources

a. Using appropriate performance testing procedures, have the students complete the following:

   1) remove a display
   2) install a new display in the same space

b. Using appropriate performance testing procedures, have the students prepare written and oral evaluation reports of identified displays.

TASK OR UNIT COMPETENCY

MH-01 Relating the importance of physical distribution

PERFORMANCE STATEMENT

Relate the importance of physical distribution

INSTRUCTIONAL ACTIVITIES

Provide Information/Demonstration on:

a. Tasks involved in physical distribution
b. Input and Output of physical distribution
c. The Modern Warehouse
d. The Wholesaling Inudstry
e. General Terms in materials handling
f. Careers in materials handling

Provide Practical Application on:

a. Development of written project on importance of physical distribution
b. Demonstration of terms and careers in materials handling through written communication
c. Understanding of the costs involved in materials handling
d. Demonstration of the benefits of efficiency in materials handling and relationship to customer service

INSTRUCTIONAL MATERIALS

Texts:

a. Danenburg, Moncrief, Taylor, Introduction to Wholesale Distribution, pp. 34, 42, 43
b. Hatchett, Warehousing A Distributive Education Manual, pp. 2-3, 13-15
c. Luter, Physical Distribution Shipping, Receiving, Stocking, pp. 4-8, 36, 46, 72-74
d. Kotler, Marketing Management, Analysis, Planning and Control, pp. 448-465.

AV's:

DE Visuals, DE/06 Physical Distribution, DE 123 Wholesaling

Equipment:

Carramate slide projector, cassette recorder, and screen

ESTIMATED CLASS HOURS 2

ESTIMATED LAB HOURS 2

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given guidelines for it's development, the student will develop a resource notebook describing the role of physical distribution in marketing and the career opportunities in materials handling according to the teacher/coordinator's standards.

Suggested Testing Activities And Resources

a. Using appropriate written testing procedures, have students demonstrate a knowledge of: tasks involved in physical distribution, input and output of physical distribution, the modern warehouse, the wholesaling industry, general terms in materials handling, and careers in materials handling.

b. Have students submit a detailed resource notebook describing the importance of the role of physical distribution in marketing.

TASK OR UNIT COMPETENCY

MH-02 Unloading, checking, and moving goods

PERFORMANCE STATEMENT

Unload, check, and move goods

INSTRUCTIONAL ACTIVITIES

Provide Information/Demonstration on:

a. Unloading priority merchandise
b. Procedures in unloading different carriers
c. Use of equipment in unloading carriers
d. Accepting shipments from carriers
e. Checking shipments

Provide Practical Application on:

a. Assessment of merchandise to determine priority status
b. Development of sketches of equipment used in unloading
c. Oral communication of steps involved in accepting goods
d. Simulation of unloading carriers, or work experience of same

INSTRUCTIONAL MATERIALS

Texts:

a. Danenburg, Moncrief, Taylor, Introduction to Wholesale Distribution, pp. 31-48, 96-110
b. Hatchett, Warehousing, a Distributive Education Manual, pp. 43-53, 58-61
c. Luter, Physical Distribution, Shipping, Receiving, Stocking, pp. 51-59, 61-66
d. Ritch, Receiving, Checking, and Marking, pp. 17-32

IDECC: 638, 669, 701, 702, 703

Task Linkage:
WH B-3 Unload merchandise
WH B-4 Unpack merchandise
FM B-2 Recieve merchandise

Equipment:
Belt conveyor
Overhead conveyor
Gravity roller
Forklift
Four-wheel hand truck
Two-wheel hand truck

Materials:
Boxes, packing slips

ESTIMATED CLASS HOURS 2

ESTIMATED LAB HOURS 2

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given appropriate equipment and materials, the student will unload, check, and move 10 different products to a receiving area with 80% accuracy.

Suggested Testing Activities And Resources

a. Have students list and describe the categories of priority merchandise, the procedures in unloading various carriers, and the procedure in accepting goods from carriers.

b. Using appropriate equipment, have students unload, check and move 10 different products to a receiving area.

c. Hatchett, Warehousing, A Distributive Education Manual, p. 53, projector.

d. IDECC Competencies, 638, 669, 701, 702 for testing

e. Luter, Physical Distribution, Shipping, Receiving, Stocking, pp. 64-66. Questions and Project

f. Ritch, Receiving, Checking and Marking, p. 29, Projects 1,2

TASK OR UNIT COMPETENCY

MH-03 Preparing and placing price tickets on merchandise

PERFORMANCE STATEMENT

Prepare and place price tickets on merchandise

INSTRUCTIONAL ACTIVITIES

Provide Information/Demonstration on:

a. Principles of marking
b. Terms in marking
c. Information on a price ticket
d. Types of marking tickets
e. Uses of marking equipment

Provide Practical Application on:

a. Drawing of shapes and styles of price tickets
b. Report on types of marking used at training station or store
c. Written communication of steps in using 3 marking machines
d. Written or oral communication on which types of marking ticket should be applied to various types of merchandise

INSTRUCTIONAL MATERIALS

Texts:

a. Luter, Physical Distribution, Shipping, Receiving, Stocking, p. 67-70
b. Ritch, Receiving, Checking, and Marking, p. 47-60

IDECC: 644, 645, 709, 710

Task Linkage:

WH B-8 Tag merchandise
GM A-2 Price merchandise
FM B-5 Prepare customer selections for checkout
FM B-4 Price merchandise
FM B-1 Check prices of unmarked items
GM A-3 Mark/size/store incoming merchandise

ESTIMATED CLASS HOURS 2

ESTIMATED LAB HOURS 2

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given a woman's suit, shirt wrapped in cellophane, ladies purse, china plate, necklace, lampshade, and man's winter overcoat, or other appropriate merchandise, price markeing machines, and tickets, the student will prepare price tickets and place them on the merchandise provided with 80% accuracy.

Suggested Testing Activities And Resources

Given five items of merchandise, three marking machines, and accompanying tickets, tags, strings, labels, have the student prepare and place appropriate price markeings on the merchandise.

a. Ritch, Receiving, Checking, and Marking, questions and projects pp. 50, 53, 58, and 60.

b. IDECC Competencies: 644, 710, 645, and 709

TASK OR UNIT COMPETENCY

MH-04 Storing and maintaining merchandise

PERFORMANCE STATEMENT

Store and maintain merchandise

INSTRUCTIONAL ACTIVITIES

Provide Information/Demonstration on:

a. Space utilization and principles of warehouse design
b. Proper location of stock
c. How to designate goods to the stock area
d. Guidelines for storing food
e. Methods and equipment used in storing
f. Housekeeping and safety in materials handling

Provide Practical Application on:

a. Completion of a diagram illustrating where particular goods would be placed in a warehouse
b. Oral communication of location of stock in training station, or school, or store
c. Development of a chart for proper storage of various food products
d. Construction of a chart for selection of storage devices and corresponding products
e. Written communication of procedures to insure employee safety

INSTRUCTIONAL MATERIALS

Texts:

a. Danenburg, Moncrief, Taylor Introduction to Wholesale Distribution, p. 35-39, 54-65, 82-95
b. Hatchett, Warehousing, A Distributive Education Manual, p. 63-69, 73-83, 85-97, 107-113

IDECC: 403, 445, 634, 635, 631, 648 667, 697, 702, 748, 777, 732 615, 788

Task Linkage:

WH B-10	Rotate stock
WH B-11	Replenish stock
WH B-12	Locate merchandise
WH B-7	Move merchandise to storage area
WH B-17	Layout storage areas
GM A-6	Process merchandise transfers

Equipment and Materials:

Loose items, large boxes, small boxes, fast-selling items, bulky items, pallets, dunnage, storage racks, cleaning supplies.

ESTIMATED CLASS HOURS 1

ESTIMATED LAB HOURS 1

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given a simulated storage area of warehouse work station, pallets, and five items of various sizes and weights, the student will store and maintain items in the stock area according to the teacher/coordinator's standards.

Suggested Testing Activities And Resources

a. Have the student complete a performance test which includes having the student store merchandise and maintain stock by moving items to the area and keeping it clean.

b. Hatchett, Warehousing, A Distributive Education Manual, p. 83, Questions, pp. 97 and 113.

c. Luter, Physical Distribution, Shipping, Receiving, Stocking Questions and Projects, pp. 26, 91-92, and 95.

d. IDECC Competencies: 631, 348, 797, 635, 634, 615, 732, and 777.

TASK OR UNIT COMPETENCY

MH-05 Taking inventory and completing stockkeeping reports

PERFORMANCE STATEMENT

Take inventory and complete stockkeeping reports

INSTRUCTIONAL ACTIVITIES

Provide Information/Demonstration on:

a. Inventory control and investment and the importance of inventory
b. Inventory planning
c. Inventory records
d. Stock control systems
e. Taking physical inventory

Provide Practical Application on:

a. Mathematical application of determining stock turnover
b. Written completion of inventory records
c. Oral communication of stock control systems

INSTRUCTIONAL MATERIALS

Texts:

a. Danenburg, Moncrief, Taylor *Introduction to Wholesale Distribution*, p. 175-203
b. Hatchett, *Warehousing, A Distributive Education Manual*, p. 121-126
c. Luter, *Physical Distribution, Shipping, Receiving and Stocking*, p. 97-106

AV's:

DE Visuals 112 Stock Control Systems

IDECC: 401, 414, 421, 442, 461, 463
466, 490, 635, 637, 640, 641
648, 667, 784

Task Linkage:

GM A-5 Conduct physical inventory
WH G-4 Maintain inventory
WH H-10 Control inventory
WH H-5 Verify stock records
WH H-11 Control inventory shrinkage

Equipment and Materials:

Carramat slide projector, cassette player and screen
Bin tickets, record unit control forms forms, invnetory sheets, stock record cards, basic stock/never-out list forms

ESTIMATED CLASS HOURS 2

ESTIMATED LAB HOURS 2

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given a simulation of a stockroom, a retail setting, or a training station, the necessary forms, and one product group, the student will take inventory and complete stockkeeping reports according to the teacher/coordinator's standards.

Suggested Testing Activities And Resources

a. Have the student take inventory of at least one product group, and complete all necessary forms accurately.

b. Hatchett, Warehousing, A Distributive Education Manual, p. 126 Questions and Projects

c. Luter, Physical Distribution, Shipping, Receiving, Stocking, Questions and Project, p. 101, 102, and 106

d. IDECC Competencies: 740, 637, 667, and 635 for testing

TASK OR UNIT COMPETENCY

MH-06 Filling orders

PERFORMANCE STATEMENT

Fill orders

INSTRUCTIONAL ACTIVITIES

Provide Information/Demonstration on:

a. Methods of order processing
b. Procedures in order filling
c. Improvements in order handling
d. Equipment in order filling

Provide Practical Application on:

a. Written description of methods of order processing
b. Oral communication of the pros and cons of procedures in order filling
c. Completion of sketches of equipment used in filling orders and advantages and disadvantages of each for different products

INSTRUCTIONAL MATERIALS

Texts:

a. Danenburg, Moncrief, Taylor Introduction to Wholesale Distribution, p. 66-95, 164-174
b. Hatchett, Warehousing, A Distributive Education Manual, p. 143-151
c. Luter, Physical Distribution, Shipping, Receiving Stocking, p. 35-40

Equipment and Materials

Stock locator cards
Tote boxes
Mobile carts
Conveyor system
Purchase orders
3 containers of goods

Task Linkage:

WH B-1 Pull merchandise
WH B-2 Fill orders

ESTIMATED CLASS HOURS 1

ESTIMATED LAB HOURS 2

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given 3 completed purchase orders, a simulated storage area, order filling equipment, and 3 containers of goods, the student will fill three orders with 100% accuracy.

Suggested Testing Activities And Resources

a. Hatchett, Warehousing, A Distributive Education Manual, pp. 151-152, Questions and Projects

b. Luter, Physical Distribution, Shipping, Receiving, Stocking, p. 40 Questions and Projects

c. Have student fill three orders in a simulated storage area using appropriate equipment

TASK OR UNIT COMPETENCY

MH-07 Using appropriate materials to properly package merchandise

PERFORMANCE STATEMENT

Use appropriate materials to properly package merchandise

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Terms in packing
b. Packing regulations and policies
c. Selection of materials and methods
d. General rules in prevention of damage
e. Steps in packaging
f. Packaging methods

Provide practical application on:

a. Use of hand tools, such as, power stapler
b. Procedures in placing items in containers
c. Advantages and disadvantages of various packing materials
d. How to seal containers with types of sealing/strapping

INSTRUCTIONAL MATERIALS

Texts:

a. Danenburg, Moncrief, Taylor Introduction to Wholesale Distribution, pp. 111-11
b. Hatchett, Warehousing, A Distributive Education Manual, pp. 127-141.
c. Luter, Physical Distribution, Shipping, Receiving, Stocking, pp. 41-45.

IDECC: 700, 696, 732

Task Linkage:

WH E-1 Select containers
WH E-2 Package order
WH E-5 Operate packing equipment
GM A-7 Return merchandise to vendor
FM B-5 Prepare customer selections for checkout

Equipment and Materials

Wood crates, corrugated and solid fiberboard containers, plywood containers, gummed and pressure-sensitive tape, wire-shredded paper, wood excelsior, steel strapping, creped cellulose wadding, cardboard, sawdust, power stapler, labels,

ESTIMATED CLASS HOURS 2

ESTIMATED LAB HOURS 2

INSTRUCTIONAL MATERIALS

paper envelopes, glue, small fragile items, large fragile items, soft goods, large bulky items, liquid in glass.

INSTRUCTIONAL MATERIALS

ESTIMATED CLASS HOURS

ESTIMATED LAB HOURS

Performance Objective (CRM)

Given a large fragile item, small fragile item, soft goods, large bulky item, and a liquid packed in glass, containers, packing materials, strapping, hand tools, and labels the student will pack each item for shipment according to the teacher/coordinator's standards.

Suggested Testing Activities And Resources

a. Given various items, shipping containers, materials, strapping, hand tools, and labels have the students pack five items for shipment according to specifications.

b. Hatchett, Warehousing, A Distributive Education Manual, p. 141, Questions and Projects.

c. Luter, Physical Distribution, Shipping, Receiving, Stocking, p. 45, Questions and Projects.

d. IDECC Competencies 698, and 700 for testing

TASK OR UNIT COMPETENCY

MH-08 Routing and loading goods for delivery

PERFORMANCE STATEMENT

Route and load goods for delivery

INSTRUCTIONAL ACTIVITIES

Provide Information/Demonstration on:

a. Weighing goods and different scales
b. Preparing Bill of lading
c. Routing and shipping terms
d. Staging the order
e. Routing the shipment
f. Loading shipments
g. Types, special features, services and benefits of carriers

Provide Practical Application on:

a. Completion of weighing of different products
b. Written completion of a bill of lading
c. Written description of terms in shipping and routing
d. Oral communication of how to stage and order
e. Demonstration of steps in routing and loading
f. Development of a chart depicting types, features, services, and benefits of carriers

INSTRUCTIONAL MATERIALS

Texts:

a. Conenthal, Tyler, Materials Handling, Traffic and Transportation, pp. 121-146
b. Danenburg, Moncrief, Taylor, Introduction to Wholesale Distribution pp. 113-139
c. Luter, Physical Distribution, Shipping, Receiving, Stocking, pp. 46-50

IDECC: 646, 698, 705

Task Linkage:

WH E-3	Address orders
WH E-9	Prepare bill of lading
WH E-4	Inspect orders
WH E-6	Load merchandise on to carrier
WH E-10	Schedule deliveries

ESTIMATED CLASS HOURS 3

ESTIMATED LAB HOURS 3

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given a product to be shipped and information on its size, weight, and value, the delivery date requested by the customer, and distance from the shipper to the customer, a blank routing report, the student will complete the routing report, justifying the choice of carrier; the student will also load the shipment on a simulated carrier, according to the teacher/coordinator's standards.

Suggested Testing Activities And Resources

a. Have the student complete routing reports and select the appropriate carriers for given products.

b. Have the student develop a chart to be used in selecting carriers for specific types of merchandise.

c. Have the students demonstrate steps in routing and loading a shipment on a simulated carrier.

d. Give the student a product and its description, or allow the studen to chose his own product, provide the size and wieght or allow the student to use a scale to determine the product's weight. Give the student the requested delivery date, and distance to the customer. Provide the appropriate rate classification booklets and routing report justifying the carrier. Have the student load the product or describe how the product would be loaded.

e. Corenthal, Tyler, Student Activity Guide for Materials Handling Traffic and Transportation, Questions and problems on pp. 47, 55-57, 61, 63, 64, 67, 70, 72, 78, 85, 103, 106, 121, 124, 127, 139, 145, 151, 155 for testing and discussion.

f. IDECC Competencies 646, and 705 for testing.

g. Luter, Physical Distribution, Shipping, Receiving, Stocking, p. 50 Questions and Project.

TASK OR UNIT COMPETENCY

MH-09 Selecting and operating materials handling equipment

PERFORMANCE STATEMENT

Select and operate materials handling equipment

INSTRUCTIONAL ACTIVITIES

Provide Information/Demonstration on:

a. Classification of materials handling equipment
b. Characteristics of warehouse tractors/trailers
c. Characteristics of motor trucks trailers
d. Selection of equipment
e. Equipment safety

Provide Practical Application on:

a. Development of sketches of materials handling equipment
b. Construction of a chart showing uses and characteristics of the types of equipment
c. Oral communication of safety precautions in using materials handling equipment

INSTRUCTIONAL MATERIALS

Texts:

a. Corenthal, Tyler, Student Activity Guide for Materials Handling, Traffic and Transportation, pp. 207-212
b. Danenburg, Moncrief, Taylor, Introduction to Wholesale Distribution, pp. 84-88, 140-153
c. Hatchett, Warehousing, A Distributive Education Manual, pp. 13-41, 53, 97, 161-174
d. Luter, Physical Distribution, Shipping, Receiving, Stocking, pp. 22-29

IDECC: 696, 732, 704, 728, 726, 669

Task Linkage:

WH E-5	Operate packing equipment
WH E-7	Select material handling equipment
WH E-8	Operate material handling
WH C-3	Report malfunction of equipment

Equipment and Materials:

Conveyor, forklift, pallets, warehouse tractor, palletlift truck, hand-operated platform lift truck, two-wheel hand truck, 4-wheel hand truck

ESTIMATED CLASS HOURS 2

ESTIMATED LAB HOURS 2

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given a receiving and/or shipping situation with materials handling equipment in a simulated warehouse or training station the student will select the appropriate materials handling equipment and operate it safely.

Suggested Testing Activities And Resources

a. Give the student a situation in receiving or shipping detailing the size and nature of the article involved, and a simulated warehouse and materials handling equipment, and have the student use the equipment to complete the order. The equipment used in order processing has been covered in the sub-unit.

b. Corenthal, Tyler, Student Activity Guide for Materials Handling and Traffic and Transportation. p. 207 1-12, and PP. 210-212, 2 and 3.

c. Hatchett, Warehousing, A Distributive Education Manual, questions and projects, pp. 21-22, 30, 33, 40-41, 53, and 97.

d. Luter, Physical Distribution, Shipping, Receiving or Stocking, pp. 1-5.

TASK OR UNIT COMPETENCY

EP-01 Planning for future career

PERFORMANCE STATEMENT

Plan for future career

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Self-understanding
b. Goal setting
c. Preparing for change
d. Identifying job values
e. Career preferences

Provide practical application on:

a. Analyzing personal interests and aptitudes
b. Setting personal goals
c. Researching and analyzing jobs that satisfy personal values

INSTRUCTIONAL MATERIALS

Texts:

a. Stall, Zedlity, Cooperative Work Experience Manual, pp. 229-236
b. Occupational Outlook Handbook,

IDECC:

HR 2	Self Understanding
HR 3	Using feedback for personal growth
HR 4	Goal Setting I
HR 7	Goal Setting II
HR 8	Adjusting to change

Materials:

Kuder Interest Inventory, Holland's Self Directed Search

ESTIMATED CLASS HOURS 1

ESTIMATED LAB HOURS 1

Performance Objective (CRM)

Given a sample career plan, the student will be able to develop a personal career plan which shows evidence of goal setting, consideration of personal interests, aptitudes, and values according to the teacher coordinator's standards.

Suggested Testing Activities And Resources

a. Have the students research five different jobs they may be interested in having in the future, and write a report on each.

b. Have the students complete long range and short range career plans which include specified goal setting activities.

c. Have students complete the Kuder Interest Inventory, and compare the results of their test to their personal interests and occupations they have selected.

d. Have the students complete Hollands Self Directed Search, or a similar instrument and analyze results in comparison to their current occupational goals.

e. Beaumont, Langar, Taylor, Your Career in Marketing, activities on pp. 181-184.

f. Stull, Zedlity, Cooperative Work Experience Manual, activities on pp. 230-236.

TASK OR UNIT COMPETENCY

EP-02 Identifying education and training opportunities

PERFORMANCE STATEMENT

Identify education and training opportunities

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Training required for specific marketing jobs/careers
b. Review of technical programs available
c. Review of college catalogs

Provide practical application on:

a. Identifying training programs available for specific careers
b. Reading college and/or technical catalogs
c. Applying for admission for advanced training

INSTRUCTIONAL MATERIALS

Texts:

a. Stall, Zedlity, Cooperative Work Experience Manual, pp. 237-241

Resources:

Assortment of college and/or technical school catalogs

Materials:

Sample applications for various educational programs

ESTIMATED CLASS HOURS 1

ESTIMATED LAB HOURS 1

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given a college catalog, technical school catalog, or other educational agency information the student will complete the following activities in accordance to standards established by the teacher coordinator:

1) application for admission
2) letter requesting official transcript be sent to the agency
3) description of the program the student wishes to pursue
4) statement of relationship of program to career goal
5) analysis of cost of the program including estimation of tuition, books, fees, transportation and housing

Suggested Testing Activities And Resources

a. Have the students develop a resource notebook and identify educational programs which will meet their career goals.

b. Have them include program descriptions length of programs, and cost for each program or agency.

c. Stull, Zedlity, Cooperative Work Experience Manual, activities on pp. 237-241.

TASK OR UNIT COMPETENCY

EP-03 Identifying sources for future marketing employment

PERFORMANCE STATEMENT

Identify sources for future marketing employment

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Identification of personal sources for job information, family, friends, school
b. Information provided by newspapers
c. Local store signs
d. Employment agencies

Provide practical application on:

a. Listing personal sources for employment
b. Reading newspaper advertisements and stories about new businesses
c. Survey of what sources students use to obtain jobs
d. Count of focal "help wanted" signs in a given area
e. Distinguishing the differences between private and state employment agencies

INSTRUCTIONAL MATERIALS

Texts:

a. Meyer, Haines, Harris, Retailing Principles and Practices, pp. 34-38
b. Evarard, Business Principles and Management, pp. 412-413

ESTIMATED CLASS HOURS 1

ESTIMATED LAB HOURS 1

Performance Objective (CRM)

Given a job description related to the student's career objective, the student will be able to demonstrate the appropriate use of a minimum of four types of sources for employment information.

Suggested Testing Activities And Resources

a. Given a marketing subcluster, have the students identify local sources of information for jobs including other employees, personal contacts, newspaper ads, local store signs, state employment agencies, and private employment agencies.

b. Have the students develop a resource package which includes clippings about job openings by Marketing subclusters and various sources for employment information.

c. Have the students survey a proportion of the student body to determine the most effective sources for obtaining employment.

TASK OR UNIT COMPETENCY

EP-04 Demonstrating steps to prepare for a new job in marketing

PERFORMANCE STATEMENT

Demonstrate steps to prepare for a new job in marketing

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Developing a personal data sheet or resume
b. Obtaining information about the company
c. Identifying questions to ask about the job and company
d. Organizing materials needed for the application
e. Preparing answers for potential questions in the interview
f. Planning personal appearance to make positive impression

Provide practical application on:

a. Development of a personal data sheet or resume
b. Researching prospective companies
c. Preparing a list of questions to ask the employer, and questions likely to be asked by employer
d. Prepare page of personal information usually requested in application including references social security number, etc.
e. Demonstrate appropriate attire and appearance for job interview

INSTRUCTIONAL MATERIALS

Texts:

a. Stull, Zedlity, Cooperative Work Experience Manual, pp. 247-250

Resources:

Annual reports about Marketing companies

Materials:

Sample personal data sheets, resumes, and applications

ESTIMATED CLASS HOURS 1

ESTIMATED LAB HOURS 1

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given sufficient information, the student will demonstrate the following skills according to standards required by the teacher coordinator:

1. preparation of a personal data sheet or resume;
2. a written research report on one prospective training station;
3. a one page information sheet to be used when completing the job application;
4. preparation of questions and answers the employer might ask;
5. list the do's and don'ts when completing a job application.

Suggested Testing Activities And Resources

a. Have the students prepare a typed personal data sheet or resume that includes personal data, educational background, experience, interests and hobbies, references, and goals.

b. Have the students review a quarterly report on a prospective training station or interview a manager and present an oral report about the size of the organization, merchandising philosophy, requirements for jobs, career opportunities available, and benefits of working for the company.

TASK OR UNIT COMPETENCY

EP-05 Demonstrating a knowledge of how to advance in the career

PERFORMANCE STATEMENT

Demonstrate a knowledge of how to advance in the career

INSTRUCTIONAL ACTIVITIES

Provide information/demonstration on:

a. Analyzing the present situation for advancement
b. Reasons for leaving a job
c. How to terminate a job
d. Maintaining rapport with former employees

Provide practical application on:

a. Identifying factors considered for promotion
b. Self-assessment of promotability
c. Surveying why people change jobs
d. Writing a letter of resignation

INSTRUCTIONAL MATERIALS

Student Manual:

a. Stull, Zedlity, Cooperative Work Experience Manual, pp. 241-246

IDECC:

HR 5 Acting responsibly
HR 9 Positive work relationships
HR 12 Self-esteem
HR 13 Personal appearance
HR 14 Initiative
HR 15 Creativity
HR 16 Assertiveness
HR 17 Empathy
HR 19 Honesty and Integrity

ESTIMATED CLASS HOURS 1

ESTIMATED LAB HOURS 1

EVALUATION OF PERFORMANCE

Performance Objective (CRM)

Given a real or simulated situation, have the students write a letter of resignation to the student's present employer according to standards established by the teacher/coordinator.

Suggested Testing Activities And Resources

a. Have the students write letters of resignation using the following reasons for leaving: accepting another position, going away to school, or moving to another city.

b. Have the students interview local managers to determine which factors are considered most important when selecting someone for a promotion.

c. Have the students write a paper comparing their findings from the interviews with their own personal characteristics.

d. Using small group technique, have the student's conduct a survey to determine why most people change jobs in a given occupational area and make an oral report of their findings to the class.

e. Stull, Zedlity, Cooperative Work Experience Manual, activities on pp. 242-246.

FACILITIES

FACILITIES

Contents Listing

Facilities Introduction 3
Student Performance/Work Area 6
Learning Resource Center 12

FACILITIES INTRODUCTION

This section provides graphic and written information beneficial to setting up the student performance/work area and the learning resource center. Please note that the numbers appearing on the graphics correlate with the numbered checklist items.

FACILITIES

If Marketing and Distributive Education is a program of instruction designed to prepare individuals for careers in the broad field of marketing, then the marketing educator will need space, equipment and supplies to carry out the program. The need becomes more acute as the programs are broadened to include preparatory and specialized programs along with the more traditional cooperative method of instruction. Marketing and Distributive Education facilities must reflect the curriculum and the curriculum content. In 1968, Trimpe, Dannenberg and Gelderloos suggested that facilities should be designed to provide an instructional setting for 15 classroom/laboratory activities.[1] These activities are:

1. Conducting classroom activities
2. Planning and building displays
3. Planning and preparing advertising
4. Conducting sales demonstrations
5. Analyzing and testing merchandise
6. Teaching systems
7. Modeling and grooming
8. Operating school store
9. Preparing show cards
10. Counseling students
11. Conducting student club activities
12. Receiving and contacting public
13. Administering programs
14. Studying in the materials and reference areas
15. Others - communication, mathematics, safety

Three additional areas should be added to the list to update the activities carried on in marketing and distributive education:

16. Individualizing instruction
17. Utilizing computers
18. Preparing for specialized occupations

The 18 activities listed above may be related to specific space in a marketing and distributive education classroom. A typical classroom layout is illustrated on the following page. Areas of the classroom which may be utilized for the activities are indicated with numbers from 1 through 18.

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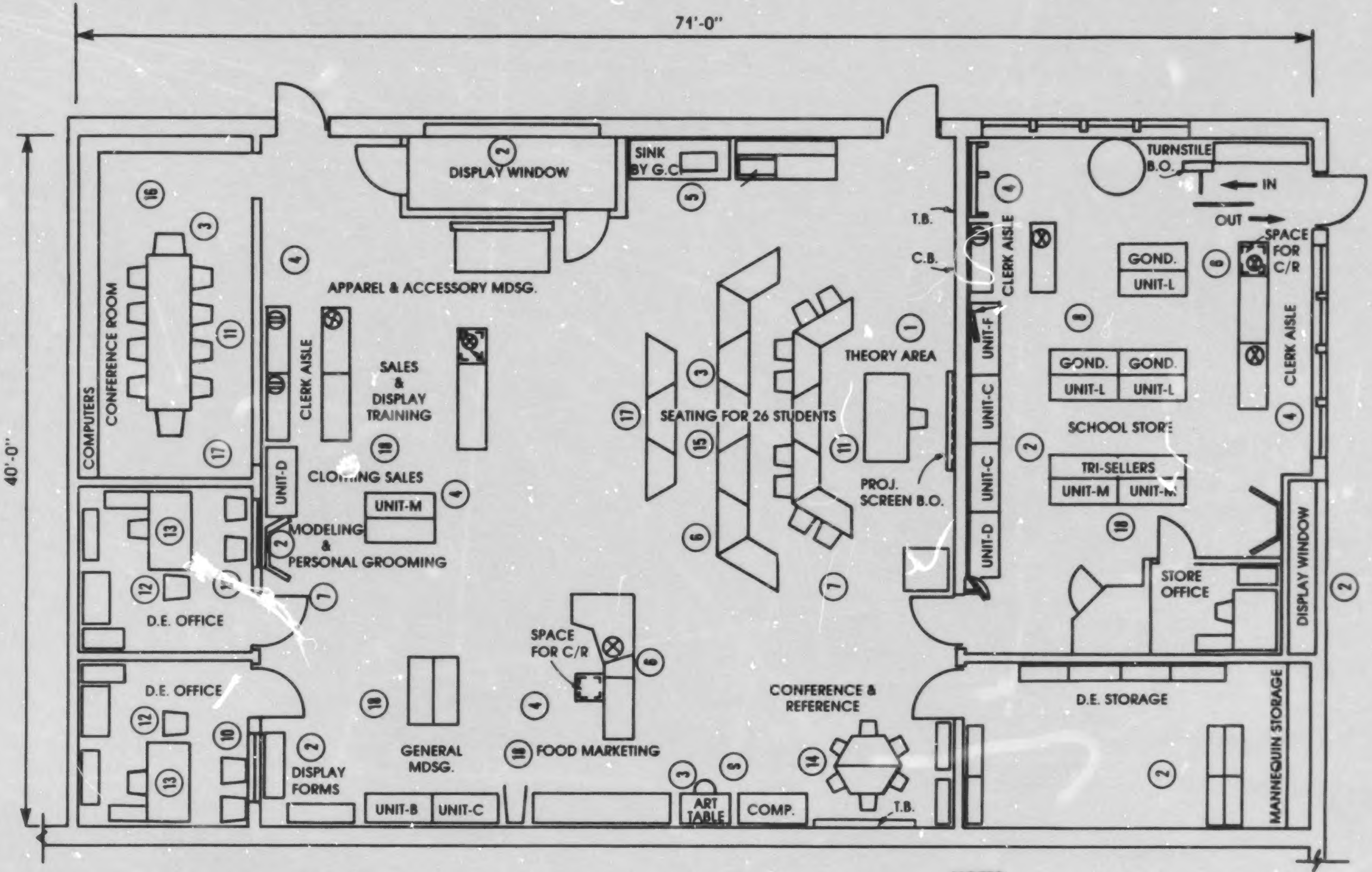
[1] Trimpe, A., Dannenberg, R. A. and Gelderloos, H. J. Facilities and equipment for distributive education programs. Kalamazoo, MI: Western Michigan University, Department of Distributive Education, 1968.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DISPLAY WINDOW
SINK BY G.C.
TURNSTILE B.O.
IN
OUT
SPACE FOR C/R
T.B.
C.B.
CLERK AISLE
GOND.
UNIT-L
CONFERENCE ROOM
COMPUTERS
APPAREL & ACCESSORY MDSG.
CLERK AISLE
SALES & DISPLAY TRAINING
SEATING FOR 26 STUDENTS
THEORY AREA
UNIT-F
UNIT-C
UNIT-D
SCHOOL STORE
TRI-SELLERS
UNIT-M
CLOTHING SALES
UNIT-D
UNIT-M
MODELING & PERSONAL GROOMING
PROJ. SCREEN B.O.
STORE OFFICE
DISPLAY WINDOW
D.E. OFFICE
SPACE FOR C/R
D.E. OFFICE
CONFERENCE & REFERENCE
D.E. STORAGE
MANNEQUIN STORAGE
DISPLAY FORMS
GENERAL MDSG.
FOOD MARKETING
UNIT-B
UNIT-C
ART TABLE
COMP.
T.B.

NOTES:
⦶ ⊗ = 110 VOLT SOURCE REQ'D.

Good Marketing and Distributive Education facilities reflect the type organization of the program and the curriculum content. When planning facility layouts, two key areas which require great consideration are the student performance/work area and the learning resource center (LRC). This section provides a variety of ideas beneficial to setting up both types of facilities. (NOTE: Numbers on graphics on pages VIII-11 and VIII-16 correlate with numbered checklist items.)

STUDENT PERFORMANCE OR WORK AREA CHECKLIST

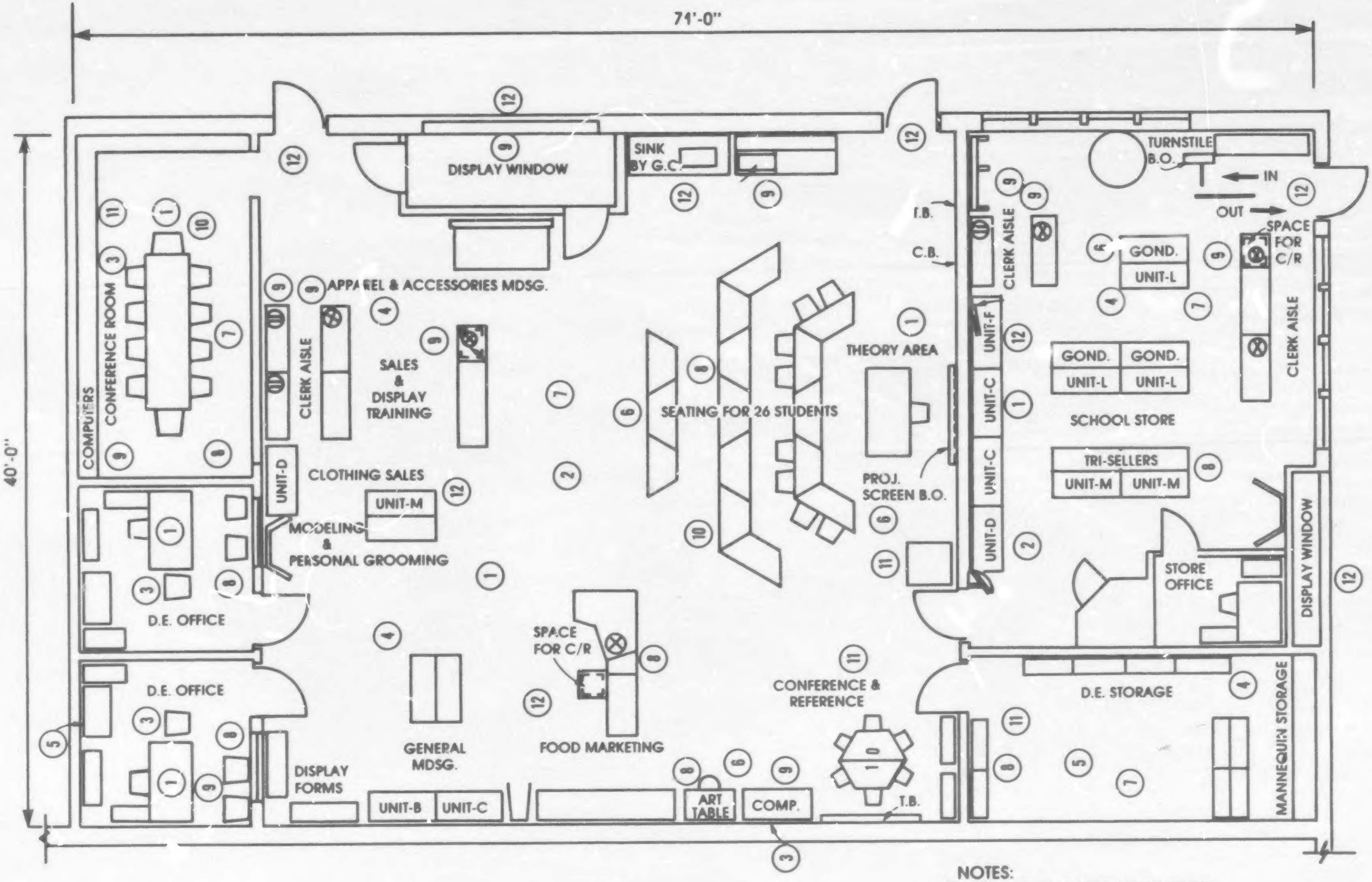
CHECKLIST	COMMENTARY
1. Can the teacher monitor all students from the instructor's position?	In the Marketing and Distributive Education Laboratory the instructor should be able to see all of the activities at all times. There should be no display units or other equipment or fixtures that will interfere with the instructor's view. Glass windows should be installed in offices, conference rooms or other rooms in which students may be working during class time.
2. Is it easy for the instructor to circulate among the students, and is it easy for students to get to the instructor?	Not only is eye contact needed, but direct instructor-student contact is required and important. This is a key part of student morale, motivation and learning.
3. Does the instructor have all required information readily available?	The Marketing and Distributive Education instructor should have a well stocked library for the students as well as a personal library. A special area designed to store IDECC Learning Activity Packages is a must. It should include areas for the student manuals, reference materials, etc. A separate area should be provided for the teacher's manual, tests and keys.

CHECKLIST	COMMENTARY
3. (Continued)	Additionally, some instructors have organized a separate theory and performance notebook for each major phase or segment of the course. Provisions should be made for keeping these materials. Individual student projects and activities are an integral part of teaching marketing and distributive education. All of this should be at the instructor's fingertips. Generally, these materials should be kept in the instructor's office or in a special cabinet designed for such materials.
4. Is there sufficient equipment?	Watch for either excessive equipment of one type or too few of a needed item. The state equipment list will serve as a guide for types of equipment, quantity needed and priority for purchasing.
5. Is there adequate storage area for equipment, tools and the like?	Insufficient storage area or lack of organization will foster inefficient and frustrating operation. Sufficient storage should be available for teaching materials, display equipment and fixtures, resource materials, etc.
6. Are distractions and noise pollution minimized?	Accoustics and noise suppressing features of the classroom laboratory are built into the facilities so that multiple activities may be carried on simultaneously. Marketing simulations, small group and large group activities and

CHECKLIST	COMMENTARY
6. (Continued)	project method exercises should be anticipated as teaching techniques and the facility should be designed to accommodate these activities.
7. Are facilities easily cleaned?	A clean well-organized classroom/laboratory contributes not only efficient operation of the program, but to higher morale of the students and instructor as well. Thoughtfulness in facilities planning will aid in this area.
8. Is lighting adequate?	Insufficient lighting in a classroom/laboratory environment reduces efficiency and may be injurous to the eye. Special lighting should be made available in display areas, on advertising layout tables and in materials testing areas. Special lighting should be planned for when the facilities are constructed.
9. Are power outlets properly located and sufficient in number?	Too few outlets often cause a situation where extension cords are laying around the classroom and laboratory. Proper planning of facilities relative to the type of work that will be carried on at each location alleviates the condition of too few or improperly located outlets. Decisions regarding the location of special lighting, cash registers, business machines, sign press and the like should be made when planning and constructing facilities.

CHECKLIST	COMMENTARY
10. Are student work positions comfortable?	This includes classroom and conference room chairs as well as stools and benches in advertising layout and planning areas. This includes properly equipped workstations for individualized instruction and computer work stations. In all situations, light, ventilation and proper air conditioning also play an important role in student comfort and efficiency.
11. Can students procure needed resource materials, supplies, fixtures and display items?	All pertinent reference materials, such as IDECC Learning Activities Packages, and computer program diskettes, which are needed routinely during performance of the classroom-laboratory activities should be readily accessible. They should be organized for easy retrieval and inventory. This is also true with such materials as business case studies, simulations and classroom/laboratory projects assignments.
12. Is safety considered in the laboratory area?	Physical dangers exist in any laboratory area. These may come in the form of physical hazards, electrical hazards or danger from special equipment and broken glass in display areas. To protect against these problem areas, be sure to consider the following items in your planning: . Sufficient emergency exits . Proper ventilation . Guard rails for display windows

CHECKLIST	COMMENTS
12. (Continued)	. Safety glass in display cases . Proper storage for chemicals . Electrical cords in good repair . Sufficient shelves and well organized storeroom . Storage shelves at proper height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NOTES:
⦶ ⊗ = 110 VOLT SOURCE REQ'D.

LRC AND STUDY AREA CHECKLISTS

CHECKLIST	COMMENTARY
1. Is the study area quiet and conducive to concentration?	The quiet study area should allow the student to be isolated. Student desks or tables and chairs are movable, or perhaps study carrels or computer desks which allow isolation may be used. A special conference room may be planned into the facility to accommodate small group discussions and activities.
2. Can the instructor adequately monitor activities in the LRC?	If the LRC is in a separate room, a frequent solution to this problem is the use of glass partitions or windows between the office, conference room, storeroom, etc. Provisions must be made for the instructor to monitor the school store, yet maintain security at the same time.
3. Is there adequate system for storage and retrieval of printed materials used in the program?	Generally, a filing system made up of file cabinets and/or storage shelves are required to organize the training materials. Establish a numbering system to aid in check-in, check-out and inventory of items which are used repeatedly. Software, diskettes and expendable handout materials should be filed in an organized, well labeled fashion for student procurement. For books, workbooks and IDECC student guides, which are checked in and out, devise a system whereby books and associated storage areas are labeled and inventory can be accomplished with just a glance.

CHECKLIST	COMMENTARY
4. Is there an adequate system for storage of visuals and audiovisuals?	Audiovisual storage shelves may be specially made in the form of compartmentalized storage shelves. Standard book shelves may also be used. Use slide tray boxes for storing slide trays. Store the slides and tape for each unit together in a package, or in adjacent shelves if possible. Label both the slide tray, its box and associated tape or cassette clearly. Use specially designed diskette storage boxes that will protect the diskettes from damage, dust and the like. This provides for ease of use and easier at-a-glance inventory.
5. Have provisions been made for the safe storage of master copies of slides, tapes, diskettes, etc.?	The implication here is that you will not allow master copies of media to be used directly by the students, but will safely store the masters for use when needed. Where possible, only the copies from masters will be found on the student retrieval shelves for use by the students.
6. Has AV viewing equipment been set up for ease of use?	Audiovisual viewing equipment may be stationary in the LRC or may be distributed about the classroom or conference room (at tables or work stations). You may also have one or more audiovisual machines set up on portable carts for mobility.

CHECKLIST	COMMENTARY
7. Does the AV viewing station have sufficient room for student study?	Each audiovisual position, whether it be a carrel, a desk, or whatever, should have adequate room for students to spread out their books, notebooks, etc.
8. Do you have spare AV equipment and parts?	It is a good idea to have at least one back-up machine.
9. Do you have a reasonable number of AV viewing positions?	The ratio of students to audiovisual stations varies from program to program. The number of audiovisual machines depends on the availability of audiovisual software for a particular field. The need will vary from one machine for every 5 to 10 students. At any rate, most schools have found it beneficial to standardize on the type of audiovisual machine used. The rear-projection combination sound-slide machines are quite popular for this application.
10. Do you have an area for small group sessions, demonstrations, and the like?	This area may include movable chairs or desks which are easily relocated. Also, it is a good idea to have a screen, an overhead projector and a chalkboard available to the instructor. A specially designed conference room may be advisable.
11. Is there a place for private conferences with students?	As indicated earlier, this place would normally be the instructor's office. The office should be integrated

CHECKLIST	COMMENTARY
11. (Continued)	into the building space occupied by the LRC. One advantage of having the office in this area is that the LRC area is generally quieter than the lab areas.[2]

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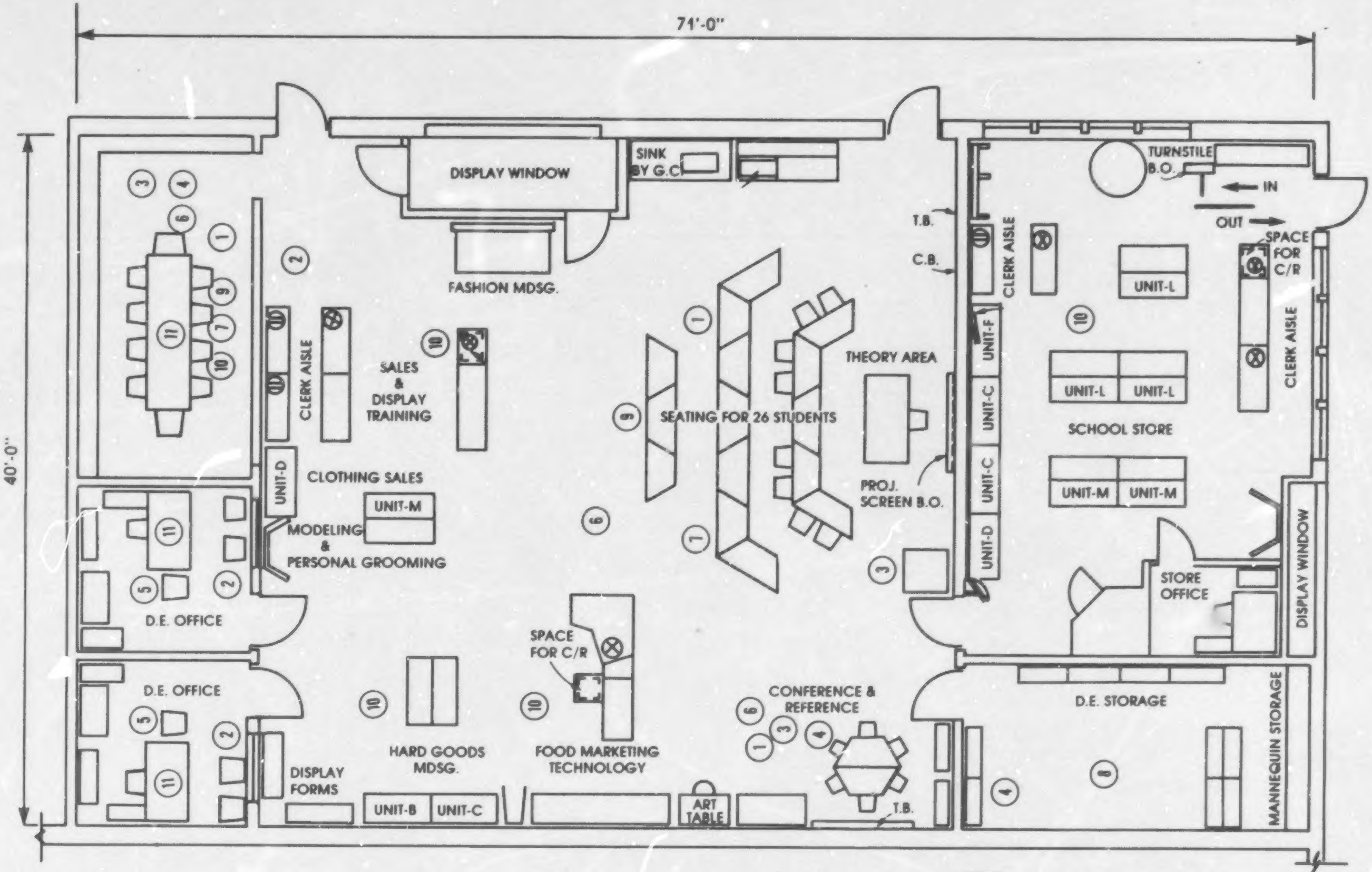
[2] The above materials were adapted to the field of Marketing and and Distributive Education from the following source. Meade, Russell L. Installing and Operating an Individualized Instruction Program. Atlanta, GA: Georgia Department of Education, 1982.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SINK BY G.C.
FASHION MDSG.
SALES & DISPLAY TRAINING
CLERK AISLE
CLOTHING SALES
UNIT-D
UNIT-M
MODELING & PERSONAL GROOMING
D.E. OFFICE
D.E. OFFICE
DISPLAY FORMS
HARD GOODS MDSG.
UNIT-B
UNIT-C
SPACE FOR C/R
FOOD MARKETING TECHNOLOGY
ART TABLE
CONFERENCE & REFERENCE
T.B.
SEATING FOR 26 STUDENTS
THEORY AREA
PROJ. SCREEN B.O.
T.B.
C.B.
UNIT-F
UNIT-C
UNIT-C
UNIT-D
TURNSTILE B.O.
IN
OUT
SPACE FOR C/R
CLERK AISLE
CLERK AISLE
UNIT-L
UNIT-L
UNIT-L
SCHOOL STORE
UNIT-M
UNIT-M
STORE OFFICE
DISPLAY WINDOW
D.E. STORAGE
MANNEQUIN STORAGE
1
2
3
4
5
6
7
8
9
10
11

NOTES:
⦶ ⊗ = 110 VOLT SOURCE REQ'D.

SPECIAL NEEDS

SPECIAL NEEDS

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SPECIAL NEEDS INTRODUCTION

This section provides a general overview of special needs students. Included in this section are directions for developing and implementing an Individualized Education Plan (IEP), and also included is information on modifying facilities and equipment for special needs students.

This section also provides two actual case situations, one of which is a student who is physically handicapped and the other is a student who is educable mentally retarded.

WORKING WITH SPECIAL NEEDS STUDENTS

INTRODUCTION

In recent years, the mainstreaming of special needs students into regular vocational program environments has been an area of great concern to vocational educators. The result of this concern has produced an abundance of newly developed resource materials and a variety of skillfully trained personnel specialized in working with special needs students.

To present a complete set of procedures for solving all types of special needs problems in this one entity would be impossible. However, if vocational administrators, vocational instructors, counselors and related personnel will judiciously utilize the resources presented in this section, much of the indepth information required for mainstreaming those very special and unique students can be assembled.

TOPICS COVERED IN THIS SECTION

1. Who are special needs students and how are they identified?
2. What is the Individualized Educational Plan (IEP)?
3. How is the IEP developed and who is responsible for its development?
4. How is the IEP implemented?
5. How can more information about special needs students be attained?

WHO ARE SPECIAL NEEDS STUDENTS AND HOW ARE THEY IDENTIFIED?

Special needs students are those students who are designated as handicapped or disadvantaged. The 1976 vocational amendments define handicapped individuals as:

> "Persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, health impaired, or persons with other specific disabilities, who by reason thereof require special education and related services and who cannot succeed in the regular vocational education programs."

In those same amendments, disadvantaged persons are defined as:

> "Persons (other than handicapped persons) who have academic or economic disadvantages and who require special services, assistance or programs in order to succeed in vocational education programs."

Federal legislation requires that special needs students be given an opportunity to function in regular vocational programs.

Figure 1 presents a conceptual model depicting various activities of the process in identifying special needs students

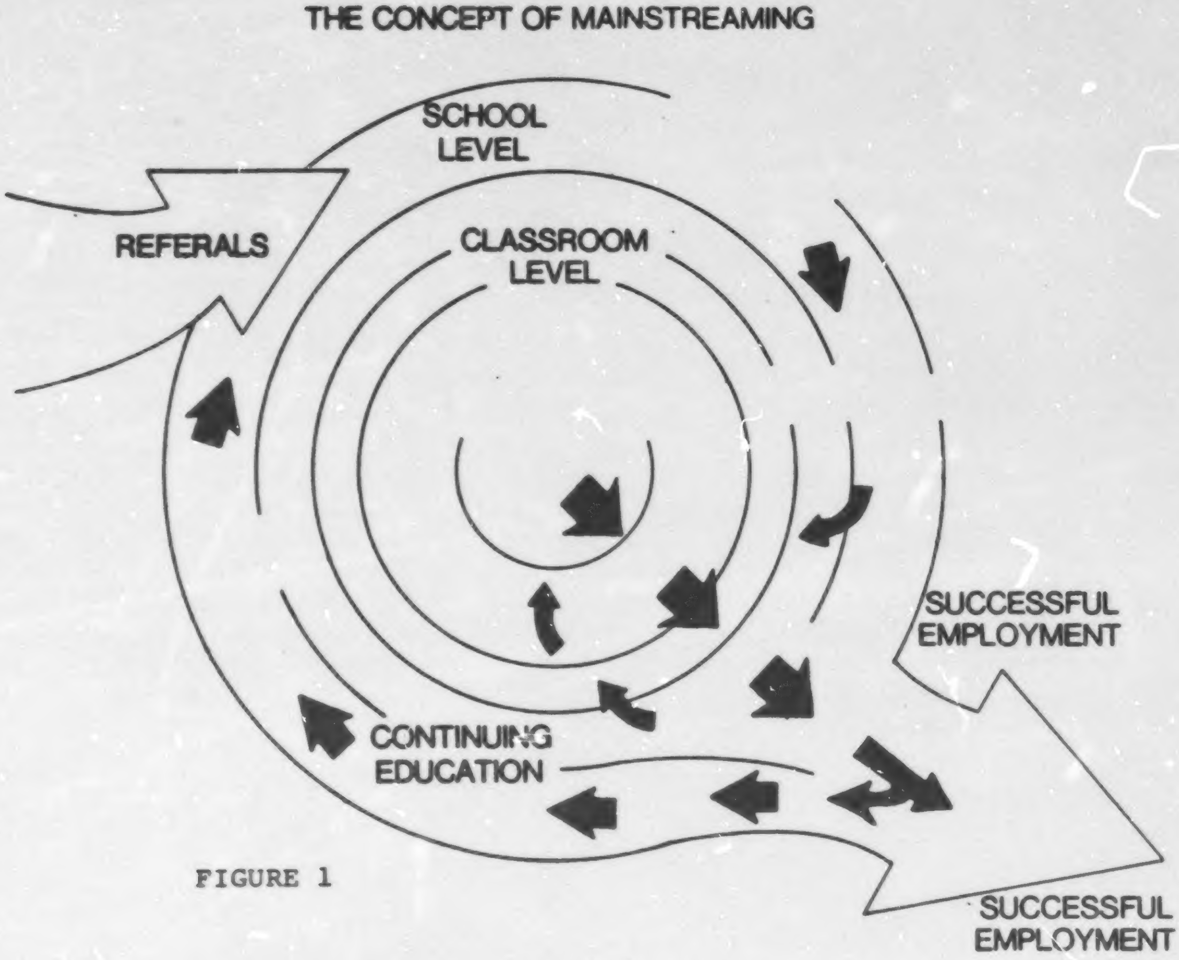

THE CONCEPT OF MAINSTREAMING
SCHOOL LEVEL
REFERALS
CLASSROOM LEVEL
SUCCESSFUL EMPLOYMENT
CONTINUING EDUCATION
SUCCESSFUL EMPLOYMENT

FIGURE 1

so they can be mainstreamed into vocational education programs. These activities are conducted at the following three levels:

1. Community -- vocational rehabilitation, psychologists, speech pathologists, etc.
2. School -- special education personnel, counselors, administrators, etc.
3. Classroom -- vocational instructors, parents, peers, etc.

At the community level, the identification of special needs students is accomplished through a collection of data in the following areas:

.Medical history
.Educational records
.Vocational development
.Communication skills
.Dexterity/motor skills
.Adaptive behavior
.Teacher observations

If any positive indications of particular problems/handicapping conditions are disclosed from this data, a student is referred to appropriate personnel who are trained in the area of special education. Both community and school level personnel work directly with vocational instructors to achieve the common goal of mainstreaming special needs students into regular program environments.

WHAT IS THE INDIVIDUALIZED EDUCATIONAL PLAN (IEP)?

As part of the referral and school intake process, an Individualized Educational Plan (IEP) should be intitated. The IEP is a plan for the education of an individual. Specifically, the plan describes what a student is expected to do upon course completion and how the learning experiences will be performed to assure those outcomes.

Presently, the IEP is mandated only for handicapped students. The base content for the IEP is outlined in Public Law 94-142. According to that outline, the IEP must include the following information:

1. Student's present level of functioning;
2. Student's long range instructional objectives;
3. Student's short range instructional objectives; and
4. Criteria to determine that specified objectives have been achieved.

HOW IS THE IEP DEVELOPED AND WHO IS RESPONSIBLE FOR ITS DEVELOPMENT?

Vocational instructors have had minimal or no preparation in working with special needs students. Therefore, the IEP, a plan to aid special needs students in achieving their occupational needs, should be devised. The following steps function as a guide in developing the IEP.

STEP 1: Review Status of Student

- You are notified that a special student can profit from being enrolled in your Marketing and Distributive Education program.
- After notification, contact your student personnel services coordinator and ask for a detailed report of the student's assessed status.
- Review the report until you thoroughly understand the student's assessment.

STEP 2: Personnel Involved in Staffing

- You must become involved in the staffing sessions that relate to Marketing and Distributive Education. Only you, the marketing instructor, can relate a student's interests, strengths and limitations to your particular program.
- Others included in the staffing sessions are special education personnel, the student when necessary and support personnel such as psychologists, speech pathologists, etc., on an as-needed basis.

STEP 3: How the IEP is Determined

- Based on the interaction of all persons involved in the staffing sessions, annual goals, short term objectives, evaluation procedures, instructional procedures and special required services are determined. (See Figures 2 and 3.)
- Placement of the special needs student into a regular program environment is made.
- The IEP is signed by all staffing participants.
- The IEP is made available to all personnel involved with the education of the special needs student.

The IEP permits a special needs student to progress through a Marketing and Distributive Education program at his or her

Long Term
Individualized Education Plan (IEP)

Student: ______________________________ Date: ______________

School: ______________________________ DOB: __________ Age: ____

Present Levels of Educational Performance:

Academic

WRAT: Date ______, Reading ____, Spelling ____, Arithmetic ____

PIAT: Date ______, Math ____, Reading Recognition ____, Reading Comprehension ____

Spelling ____, General Information ____, Total Test ____.

MAT: Date ______, Total Reading ____, Total Arithmetic ____

Gaites: Date ______, ______________________________

Other: ____________ Date ______, ______________________________

Other: ____________ Date ______, ______________________________

Social Adaptation

Alpern Bell: Date ______, ______________________________

Walker: Date ______, ______________________________

Vineland: Date ______, ______________________________

Other: ____________ Date ______, ______________________________

Pre-Vocational Skills

____

Psychomotor or Physical Education Skills

____

Self-Help Skills

____

Annual Goals: Specific Education Services

Program and Amount of Time in Special and Regular Education

	Self-Contained	Resource	Itinerant	Reg. Ed.	Voc. Ed.	Initiation Date	Duration Date
EMR							
SLD							
BD							
Speech							
Gifted							
H/H (Other Health Impaired)							
M/H							
SMR							
TMR							
Visually Imp.							
Hearing Imp.							
Other Physical therapy							
R.V.I.							

Figure 1

Transportation ____________________
Physical Therapy ____________________
Occupational Therapy ____________________
Vocational Rehabilitation ____________________
Rutland Center ____________________
GRC ____________________
Other ____________________

Type P.E. Program: Mainstream ____________________ Other ____________________

Long-Term educational goals appropriate for specific needs of student:
(The checked items are the goals appropriate for ____________________ specific educational needs.)

____ To improve math calculation skills.
____ To improve math reasoning skills.
____ To improve oral expression.
____ To improve basic reading skills.
____ To improve reading comprehension skills.
____ To improve written expression skills.
____ To improve listening comprehension skills.
____ To improve visual-motor skills.
____ To improve language/communication skills.
____ To improve classroom behavior.
____ To improve ability to follow directions.
____ To improve self-confidence.
____ To improve reality orientation.
____ To improve functional math skills.
____ To improve functional reading skills.
____ To improve achievement in mainstream.
____ To reduce frequency of acting out and/or agressive behavior.
____ To improve social interaction skill (adult and/or peer relationships).
____ To increase participation in classroom and school activities.
____ To improve physical mobility.
____ To develop self-help skills.
____ To improve pre-vocational skills.
____ To improve vocational skills and provide work stations.
____ To provide on-the-job training.
____ To improve home/school communication.
____ To improve gross-motor skills.
____ To improve fine-motor skills.

Other: ____________________

Review Date: __________ (Place date and yes or no if goals are achieved according to short term objectives or review date.)

The IEP is an educational and related services plan and not a binding contract for which the school is responsible if the child does not achieve the growth projected in the goals and objectives. However, the school system will provide those services listed on the IEP.

I understand that short term instructional objectives which must be measurable intermediate steps between the present level of educational performance and the annual goals will be developed within 30 days of the projected date for initiation with permission of parents.

I have seen and understand the IEP for my child. I have been informed and understand my right to initiate a formal due process hearing if I disagree with my child's IEP. I have been informed of all the procedures applicable to such a hearing.

____________________ (Date)
____________________ (Parent's Signature)

Documentation of attempts to involve parents in IEP development.

Present: Principal ____________________ Counselor ____________________
Sp. Ed. Coord. ____________________ School Psy. ____________________
Teacher ____________________ Sp. Ed. Teacher ____________________
Parent ____________________ Other ____________________

Date: Letter sent ____________________ Phone Call ____________________
Home Visit ____________________ Other ____________________

Documentation of Attempts to
Involve Parent/Guardian in
Development of Short Term
Instructional Objectives

Date ______ Comment ______________

______ ______________
______ ______________
______ ______________
______ ______________

COUNTY SCHOOL SYSTEM

SHORT TERM INSTRUCTIONAL OBJECTIVES

____

PROGRAM

Note: Complete staffing and documentation information if developed separately from Total Service Plan. Short term objectives must be developed prior to placement.

Date of Short Term Instructional Objectives Staffing: ______________

Committee Members Present at Short Term Instructional Objectives Staffing:

Name	Title
1. ______________	______________
2. ______________	______________
3. ______________	______________
4. ______________	______________

Student: ______________________ Person to Provide Service: ______________________

Short Term Instructional Objectives	Criteria for Mastery	Date Reviewed	Method of Evaluation	Mastery	
				Yes	No

Figure 3

optimum rate. The process should be frequently assisted to determine where the student is relative to the IEP objectives. If problems are detected, a staffing should be conducted to re-evaluate the IEP and to establish which educational approach is most beneficial to the student.

> NOTE: Evaluation of the special needs student's program is critical. Through assessment, current students may be assisted and information that will improve the potential to help future students with similar difficulties may be gathered. An effective evaluation system should consist of:
>
> - en-route evaluation (formative) to monitor the student's progress through the program;
> - summative evaluation upon completion of the program to determine job readiness;
> - follow-up after job placement to determine if the student is successful on the job; and
> - follow-through activities designed to identify any further training needed (indicated by the follow-up procedure).

IMPLEMENTING THE IEP

After the IEP has been developed, the implementation process begins by integrating the special needs student into a regular program. In most cases, a Marketing and Distributive Education program as it exists will not accommodate special needs students.

In discussing adjustments, a review of some general learning needs of special needs students might prove helpful in determining program modifications.

THE ORTHOPEDICALLY HANDICAPPED usually require attention to facilities and equipment. Beyond that, their learning needs are as varied as those of the normal population. Remember, some of these individuals will actually be highly gifted in their chosen fields. Their major needs will be psychological and coping with the school environment.

THE LEARNING DISABLED possess average or above average intelligence, however, they have specific learning problems. In modifying the curriculum, much more emphasis should be placed on auditory and visual modes of instruction. Also, practical application of tasks is an excellent learning tool. In many incidents, repetition of instruction may be warranted.

THE HEARING AND VISUALLY IMPAIRED can be accommodated by common sense and the use of supporting resource personnel. Larger print, braille and recordings can be used in teaching the blind. Captions on visual materials, seating arrangements, use of notes from a classmate, lower reading level textbooks, oral testing and total communications can be used for instructing the deaf.

THE EDUCABLE MENTALLY RETARDED will constitute a major population now entering Marketing and Distributive Education. The key concept in modifying the curriculum for this population is that they require much more detail in order to learn and that they require a great deal more practice time. All curriculum modifications for these groups should be made by detailing each task or objective into its smallest parts and by providing for more and more practice.

A review of the learning needs indicates that regular Marketing and Distributive Education programs must be modified for special needs students.

In making alterations, marketing education instructors should never change the content of a program for special needs students. REMEMBER! ALL MARKETING AND DISTRIBUTIVE EDUCATION PROGRAMS ARE BASED ON REAL JOBS THAT HAVE THEIR OWN TASKS AND STANDARDS. AS FAR AS YOU ARE CONCERNED, YOU HAVE NO POWER TO CHANGE THESE. YOU ALSO CANNOT SUCCESSFULLY CREATE AN ENTIRELY NEW JOB.

Although instructional content cannot be changed, instructional facilities and strategies can be modified to help special needs students function in a regular program.

Modifying the Instructional Facilities and Equipment*

Modification of facilities and equipment is a concern when working with the physically handicapped. Laws require that all school buildings must meet specifications pertaining to the accessibility of all handicapped persons. As a Marketing and Distributive Education instructor, your main concern is to insure that your classroom and laboratory allows handicapped students to be comfortable and above all to learn. The following listing presents specific ways to facilitate both comfort and learning for handicapped students.

Facilities

1. All unnecessary obstructions should be removed from the classroom.

---

*Listings and diagrams are provided through the courtesy of the Georgia Department of Education and Douglas Gill, Working with Special Needs Students: A Handbook for Vocational Education Teachers.

2. There should be ample space between aisles and around equipment.
3. Storage areas for students in wheelchairs should be provided.
4. Floors should have a nonskid surface to handle wheelchairs and crutches adequately.
5. Work tables, counters, display areas, storage cabinets, etc., should be altered in height to accommodate wheelchairs.
6. Handles should replace knobs and/or finger holes on fixtures, cabinets and doors.
7. Mobile demonstration tables can be used for mobility impaired students.
8. Sinks and water controls should be accessible. For example, batwing faucets and gooseneck spigots are more usable by orthopedically handicapped students.
9. Ramps should be constructed where height cannot be adjusted otherwise.

Equipment

1. Guard rails (where feasible) should be utilized on display windows.
2. Power switches can be moved for easier accessibility.
3. Semi-stationery equipment such as sign press, cash register, etc., can be put on a variable height base.
4. Hand controls may be added to machines (power checkout counters, etc.) usually operated by foot controls.
5. Specifically designed devices can also be obtained or developed for visually impaired students such as:
    a. Braille cash registers;
    b. Braille rulers;
    c. Auditory calculators.

GENERAL ACCESSIBILITY STANDARDS

Dimensions of typical adult-size wheelchair (inches)

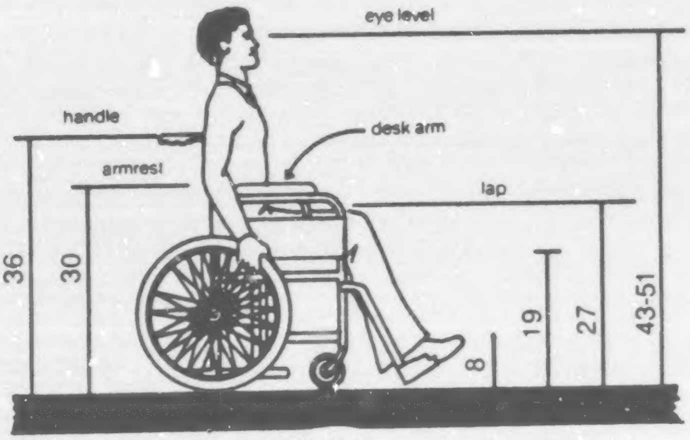


FIGURE 4

Average reach limits from wheelchair

FIGURE 5

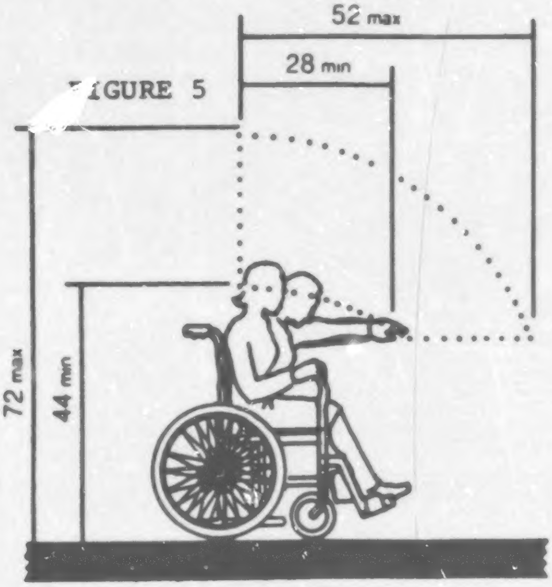

52 max
28 min
72 max
44 min

FIGURE 6

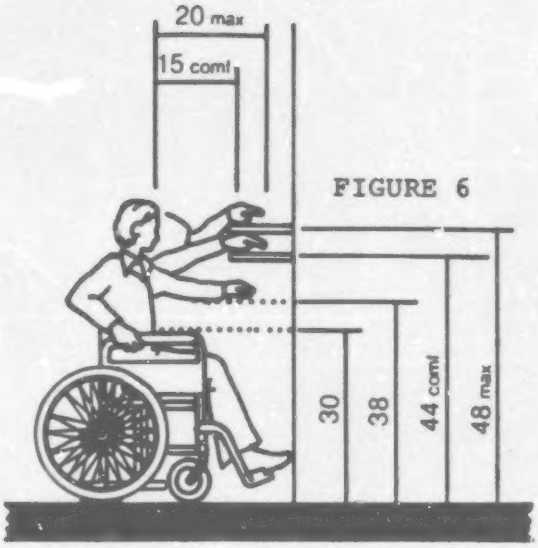
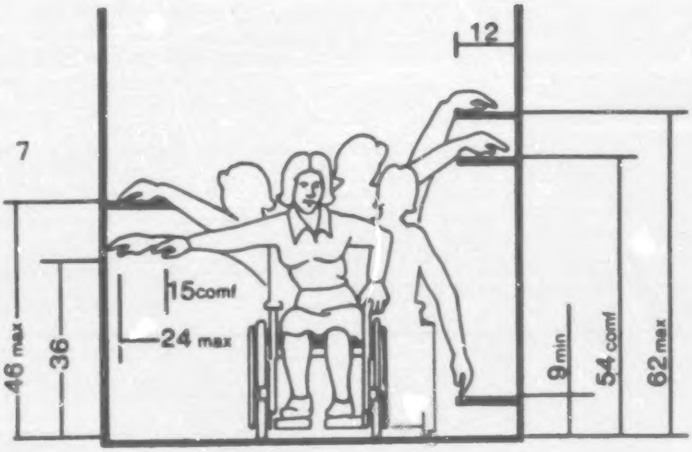

20 max
15 comf
30
38
44 comf
48 max

FIGURE 7


12
15comf
24 max
46 max
36
9min
54 comf
62 max

Maneuvering space and wheelchairs

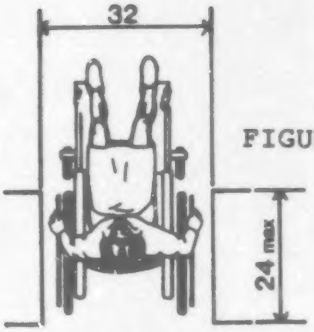


FIGURE 8

Minimum Clear Opening

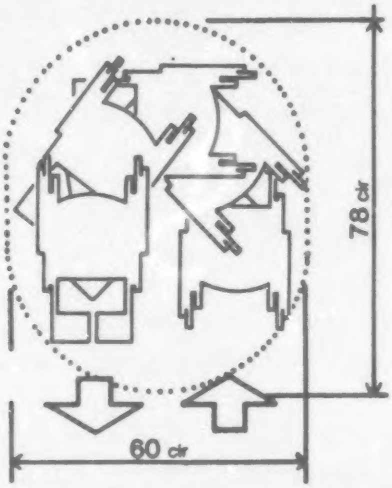

78 clr
60 clr

FIGURE 9

U-Turn

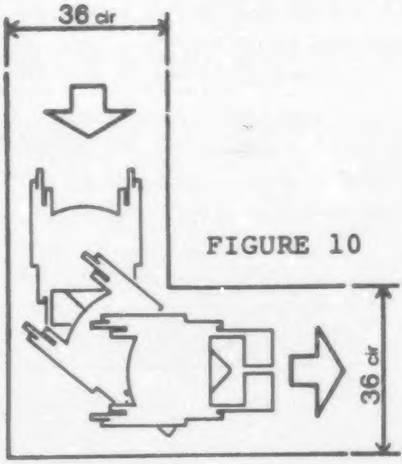

36 clr
36 clr

FIGURE 10

L-Turn

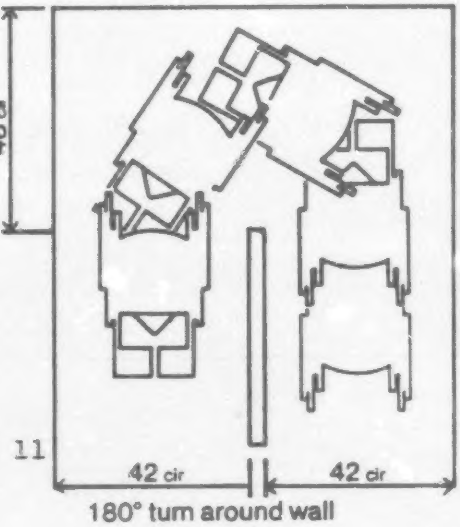

48 clr
42 clr
42 clr

FIGURE 11

180° turn around wall

Clearance widths in passing

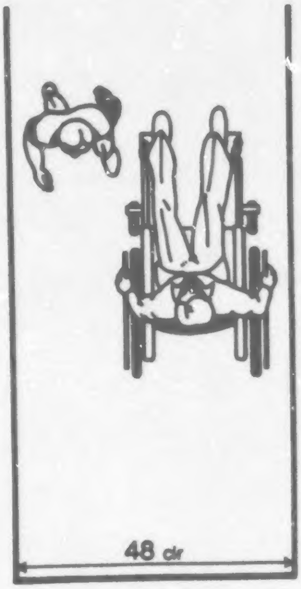


FIGURE 12

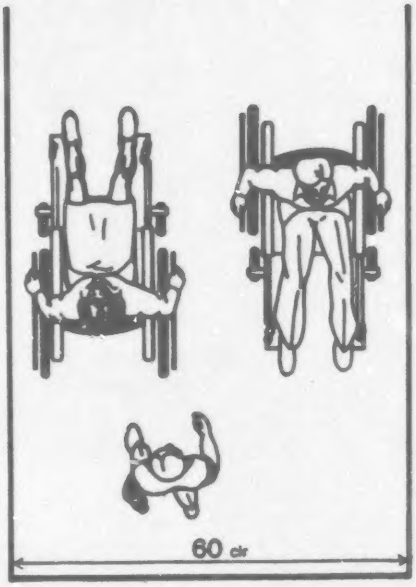


FIGURE 13

Use of cane

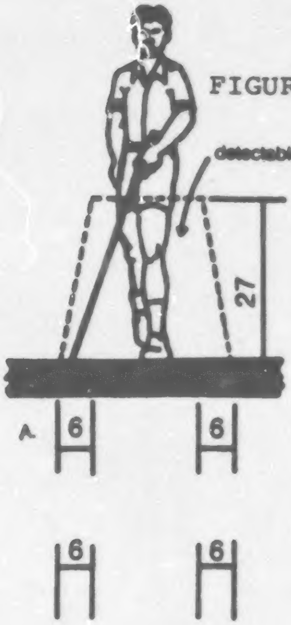

detectable area
27
A.
6
6
6
6

FIGURE 14

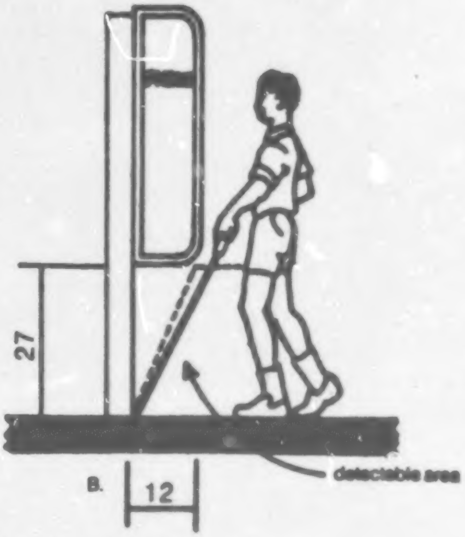

27
B.
12
detectable area

FIGURE 15

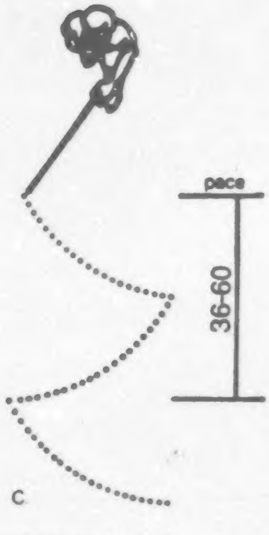


FIGURE 16

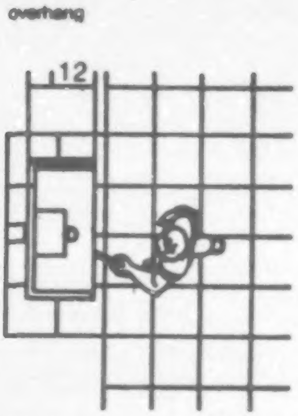

overhang
12

FIGURE 17

Accessibility standards and measurements are from the American National Standard Institute's Specifications for making buildings and facilities accessible to and usable by physically handicapped people.

Modifying Instructional Strategies

Based on the long term goals and short term objectives specified by the IEP, you, the Marketing and Distributive Education instructor, are to develop teaching strategies to insure that the objectives are met. Instructional strategies should reflect the best learning techniques for an individual special needs student.

Listed below are various examples of the instructional methods which may be used in modifying existing teaching strategies to accommodate special needs students. Only a few suggestions are provided; an abundance of techniques exist.

Instructional Demonstration: Simply show the student how the job is to be done in clear distinct steps.

Peer Demonstration: This technique allows the instructor to use one of the advanced students to demonstrate a particular task in a step-by-step fashion. It is a flexible system. For example, you can use peer demonstration to show each task step while you explain them to the students. When working with the mentally retarded, you will never have enough time to demonstrate a task as often as they may need to see it. In such situations, the well prepared advanced student can perform and explain the same demonstration several times.

Shadowing: Shadowing can be used in conjunction with demonstrations. By shadowing, the student is allowed to do exactly what the demonstrator does. This allows the student to learn in a see and do fashion. The student may shadow the instructor, an advanced peer or in some instances the worker on the job.

Job Site Visits: Job site visits offer the student an opportunity to see the work being done in its natural location. Students can develop a worker identity and a realistic view of how the tools, equipment and materials are brought together to produce the product.

On-the-Job Training: Special training stations and training sponsor development programs can prepare business people to accept and prepare handicapped students in their business as paid part-time trainees. Recommendations for modifying the work setting can be provided by the Marketing and Distributive Education teacher.

Work Group or Team: By being a part of a work team, the student can learn the various roles in an occupation as having the opportunity to practice specific sets of skills under the tutelage of peers.

Individualized Instruction: Appropriately prepared or adjusted individualized instruction is a big help in managing a class that contains a mixture of special needs population students and "norm group" students. Individualized instruction, no matter what the source, will require much developmental input from the instructor. In most all cases, however, the results are worth the effort.

Media: Many of the special needs populations require mediated instruction (i.e., hearing and visually impaired), however, the use of appropriate media enhances learning for all students. Media can range from a line drawing in an instructional module, to a video tape, to posters and charts, to micro-computer disks. It can be instructor made or commercial. All that matters is that it exactly links to the objective.

Project Method: The value in using projects with special needs population students is that they help them mentally and physically unify all the parts into a uniform whole. Because of the detail required for them to learn, they need learning activities that relate all of the parts of the whole. The development of a product through an assigned project is an ideal integrating experience that can prepare them to enter regular on-the-job training in a cooperative program.

Simulations: Simulations meet a variety of instructional needs. One of the more important simulations with special needs population students is providing the opportunity to develop proper marketing concepts before actually being placed on the job in a business setting. A period of simulated activities allows students to participate in job tasks which may, if done on the job, create unnecessary cost to the school or business, i.e., school store operation.

Role Playing: Role playing is a part of several other instructional strategies. On its own, it is a very good procedure for developing the attitudes and values required for a successful worker, i.e., a sense of responsibility, the ability to take orders and follow directions, interpersonal skills, etc. It is a way to concentrate on developing good work habits and positive attitudes.

Peer Instruction: Like peer demonstrations, peer instruction makes it possible to multiply the instructor's available time. This allows individual students with specific needs to have more assistance. Peer instruction has values beyond expanding time; it is an excellent approach to learning. In almost every situation, both the peer teacher and the peer student profit from the exchange. In operation, peer instruction is simply a matter of preparing and allowing one of the advanced students to teach small groups certain segments of a course.

Team Teaching: As we have already noted, some special needs populations require a combination of vocational and special education presented in harmony. A team approach is the only way to meet that need. For team teaching to be effective, clarification of student needs, as defined by the IEP, and careful planning will be required.

Peer Apprenticeships: The peer apprenticeship is an ideal way to induct the new special needs population student into the curriculum. By serving as the apprentice to an advanced student, the special needs population student can become climatized to the classroom/laboratory and can begin to learn to use the fixtures, equipment and materials of the program. The shadowing technique can also be added to increase hands-on learning.

Assessment and Feedback: Student learning can be improved by frequently assessing students' skills and feeding back their strengths and weaknesses. Through a process of positive feedback, the student can be moved gradually from where he or she is to the skill level required.

The ultimate goal of all this effort is not employment -- rather successful employment. Successful employment implies that not only is the special needs student placed in a job, but that the student is able to sustain himself or herself in a working environment over an extended period of time. In some instances, students completely exit the educational system. However, many students, in addition to obtaining a job, periodically continue in the educational system to refine existing skills or to broaden their capacities.

CASE SITUATIONS

Upon becoming aware that special needs students will be mainstreamed into their programs, instructors often respond with, "Those students will never be able to pass my course." In many cases, their assumptions are true. Special needs students may have handicapping conditions which prohibit them from accomplishing every task or unit competency in this curriculum guide. Do not expect them to perform at the level of regular students; chances are they cannot and will not. You, the instructor, have to realize that special needs students have real limitations and that your responsibility is to teach them as many tasks as possible for developing some type of skill to become functional in the workforce. A person who can pump gasoline is employable. A person who can count money is employable. A person who can take inventory is employable. Even though these tasks are seemingly uncomplicated to us, they can mean a great deal to a special needs student.

The following three situations present how vocational teachers can potentially incorporate special needs students into their classes with the aid of special education personnel and other support staff who are skilled in working with special students.

SITUATION 1: Mary Smith

Mary is a special needs student. Please review her long term IEP to learn more about her.

Long Term
Individualized Education Plan (IEP)

Student: Mary Smith Date: 9-3-83

School: Central High School DOB: 10-9-67 Age: 16

Present Levels of Educational Performance:

Academic

WRAT: Date 4-6-83, Reading 9.8, Spelling 9.3, Arithmetic 10.3

PIAT: Date 4-6-83, Math 10.0, Reading Recognition 10.1, Reading Comprehension 10.5
Spelling 9.2, General Information 11.4, Total Test 10.1.

MAT: Date ____, Total Reading ____, Total Arithmetic ____

Gaites: Date ____, ____

Other: WISC-R Date 10-16-83, V - 122, P - 155, IQ - 120

Other: ____ Date ____, ____

Social Adaptation

Alpern Bell: Date ____, ____

Walker: Date ____, ____

Vineland: Date 4-6-83, 11-3

Other: ____ Date ____, ____

Pre-Vocational Skills

Evaluated by Voc. Rehab. this summer and shows skills and aptitudes in the marketing area. Mary has expressed an interest in the area of selling clothing.

Psychomotor or Physical Education Skills

Student is paraplegic. She lost the use of lower limbs in a swimming accident at age 14. Mary has good use of arms and hands. She requires a wheelchair at all times.

Self-Help Skills

Mary can care for herself because of rehabilitation services.

Annual Goals: Specific Education Services
Program and Amount of Time in Special and Regular Education

	Self-Contained	Resource	Itinerant	Reg. Ed.	Voc. Ed.	Initiation Date	Duration Date
EMR							
SLD							
BD							
Speech							
Gifted							
H/H (Other Health Impaired)							
M/H							
SMR							
TMR							
Visually Imp.							
Hearing Imp.							
Other Physical therapy			1 hr. week		10/hr. week	8-10-83	1 yr.
R.V.I.		5 hr. week				8-30-83	1 yr.

Transportation specially equipped car
Physical Therapy once a week at Voc. Rehab. Center
Occupational Therapy ____
Vocational Rehabilitation once a week counseling
Rutland Center ____
GRC ____
Other ____

Type P.E. Program: Mainstream ____ Other N/A

Long-Term educational goals appropriate for specific needs of student:
(The checked items are the goals appropriate for Mary Smith specific educational needs.)

- ____ To improve math calculation skills.
- ____ To improve math reasoning skills.
- ____ To improve oral expression.
- ____ To improve basic reading skills.
- ____ To improve reading comprehension skills.
- ____ To improve written expression skills.
- ____ To improve listening comprehension skills.
- ____ To improve visual-motor skills.
- ____ To improve language/communication skills.
- ____ To improve classroom behavior.
- ____ To improve ability to follow directions.
- X To improve self-confidence.
- ____ To improve reality orientation.
- ____ To improve functional math skills.
- ____ To improve functional reading skills.
- ____ To improve achievement in mainstream.
- ____ To reduce frequency of acting out and/or agressive behavior.
- ____ To improve social interaction skill (adult and/or peer relationships).
- X To increase participation in classroom and school activities.
- X To improve physical mobility.
- X To develop self-help skills.
- ____ To improve pre-vocational skills.
- X To improve vocational skills and provide work stations.
- X To provide on-the-job training.
- ____ To improve home/school communication.
- X To improve gross-motor skills.
- X To improve fine-motor skills.

Other: ____

Review Date: Spring 1984 (Place date and yes or no if goals are achieved according to short term objectives or review date.)

The IEP is an educational and related services plan and not a binding contract for which the school is responsible if the child does not achieve the growth projected in the goals and objectives. However, the school system will provide those services listed on the IEP.

I understand that short term instructional objectives which must be measurable intermediate steps between the present level of educational performance and the annual goals will be developed within 30 days of the projected date for initiation with permission of parents.

I have seen and understand the IEP for my child. I have been informed and understand my right to initiate a formal due process hearing if I disagree with my child's IEP. I have been informed of all the procedures applicable to such a hearing.

9/3/83
(Date)

Mrs. Jane Smith
(Parent's Signature)

Documentation of attempts to involve parents in IEP development.

Present: Principal ____
Sp. Ed. Coord. ____
Teacher ____
Parent Mrs. Jane Smith
Counselor ____
School Psy. ____
Sp. Ed. Teacher ____
Other ____

Date: Letter sent 8-24-83
Home Visit ____
Phone Call ____
Other ____

After reviewing Mary Smith's long term IEP, you can see that she is physically handicapped. Therefore, Mary's integration into a regular program requires facilities/equipment rather than instructional modification. Additionally, an orientation program to acquaint potential training sponsors with utilizing handicapped students in their business was implemented.

Mary was enrolled in a cooperative Marketing and Distributive Education program and a job was located in a childrens apparels specialty shop. The teacher-coordinator, along with special education personnel, devised Mary's short term instructional objectives -- the areas Mary would be concentrating on in the Marketing and Distributive Education program. Please review Mary's short term IEP to learn more about what her studies involved.

COUNTY SCHOOL SYSTEM

SHORT TERM INSTRUCTIONAL OBJECTIVES

Marketing and Distributive Education
PROGRAM

Note. Complete staffing and documentation information if developed separately from Total Service Plan. Short term objectives must be developed prior to placement.

Documentation of Attempts to Involve Parent/Guardian in Development of Short Term Instructional Objectives

Date	Comment

Date of Short Term Instructional Objectives Staffing: August 30, 1983

Committee Members Present at Short Term Instructional Objectives Staffing:

	Name	Title
1.		General Merchandising teacher
2.		R.V.I. teacher
3.		Sp. Ed. Coord.
4.		Parent

Student: Mary Smith

Person to Provide Service: ______

Short Term Instructional Objectives	Criteria for Mastery	Date Reviewed	Method of Evaluation	Mastery Yes	Mastery No
1. The student will be able to demonstrate knowledge of basic sales techniques.	70% accuracy		Test grades	1.	1.
2. The student will, where physically able, construct interior, point of purchase, dump table and counter-top displays.	80pt/100		Performance scale	2.	2.
3. The student will be able to make signs and show cards.	80pt/100		Performance scale	3.	3.
4. The student will be able to price merchandise, figure mark-up and mark down and calculate discount sales.	90% accuracy		Test grades	4.	4.
5. The student will be able to complete sales tickets, including cash sales, credit card sales and lay away orders.	90% accuracy		Test grades	5.	5.
6. The student will be able to process returned merchandise.	70pt/100		Performance scale	6.	6.
7. The student will be able to open, operate and close a cash register.	100 pts		Performance scale	7.	7.
8. The student will be able to perform housekeeping duties around a sales area.	70pt/100		Performance scale	8.	8.
9. The student will be able to demonstrate knowledge of human relation skills necessary to deal with customers.	70% accuracy		Test grades	9.	9.
10. The student will be able to demonstrate a knowledge of how to obtain and use product knowledge about children's apparel.	70% accuracy		Test grades	10.	10.

Mary's program concentrates on several areas in Marketing and Distribution: selling, advertising and display, business mathematics, written communication, cash register (business systems) operations, human relations, product information and housekeeping skills, all of which are included in the curriculum guide. Mary has the mental capacity to accomplish all of the items listed on the short term IEP. However, her physical handicap may make it impossible for her to accomplish all of items 2 and 8. One way the instructor and training sponsor modified this situation was to provide a cash register stand at a lower height to accommodate a student confined to a wheelchair. Assistance was provided by a fellow worker to build displays above Mary's reach.

SITUATION 2: David Jones

David is a special needs student. Please review his long term IEP to learn more about him.

Long Term
Individualized Education Plan (IEP)

Student: David Jones Date: 8-30-83

School: Central High School DOB: 4-25-65 Age: 18

Present Levels of Educational Performance:

Academic

WRAT: Date 4-25-83, Reading 5.7, Spelling 7.6, Arithmetic 7.8

PIAT: Date 4-25-82, Math 8.1, Reading Recognition 6.0, Reading Comprehension 5.8
Spelling 7.7, General Information 8.2, Total Test 7.9.

MAT: Date ________, Total Reading _____, Total Arithmetic _____

Gaites: Date _______, ________________

Other: Binet Date 10-11-83, ________________

Other: ________________ Date _______, ________________

Social Adaptation

Alpern Bell: Date _______, ________________

Walker: Date 4-25-82, shows no acting out behavior

Vineland: Date 4-25-83, 15-4

Other: ________________ Date _______, ________________

Pre-Vocational Skills

David likes people and wants to work with people despite a speech problem resulting from birth defect. He began to work at a very early age on a paper route. Later he worked in his uncle's service station. He has had one semester of pre-vocational (non-cooperative type) marketing and distributive education as a 10th grader. He has an excellent personality. The brain damage resulting from the birth defect caused him to shuffle when he walked and loss of some control of hand movements, especially when he became excited or laughed.

Psychomotor or Physical Education Skills

David elected to participate in P.E. even though he could have been excused. P.E. teacher indicates that P.E. skills are above average. He had played on the basketball team.

Self-Help Skills

____

Annual Goals: Specific Education Services
Program and Amount of Time in Special and Regular Education

	Self-Contained	Resource	Itinerant	Reg. Ed.	Voc. Ed.	Initiation Date	Duration Date
EMR							
SLD							
BD							
Speech		2 hr week				8-30-80	3 yrs
Gifted							
H/H (Other Health Impaired)							
M/H							
SMR							
TMR							
Visually Imp.							
Hearing Imp.							
Other Physical therapy							
R.V.I.		1 hr/day				8-30-82	1 yr

Transportation N/A
Physical Therapy only occasionally
Occupational Therapy
Vocational Rehabilitation once a month for counseling
Rutland Center
GRC
Other

Type P.E. Program: Mainstream 1 hr/day Other

Long-Term educational goals appropriate for specific needs of student:
(The checked items are the goals appropriate for David Jones specific educational needs.)

- ___ To improve math calculation skills.
- ___ To improve math reasoning skills.
- X To improve oral expression.
- X To improve basic reading skills.
- X To improve reading comprehension skills.
- ___ To improve written expression skills.
- X To improve listening comprehension skills.
- ___ To improve visual-motor skills.
- X To improve language/communication skills.
- ___ To improve classroom behavior.
- ___ To improve ability to follow directions.
- ___ To improve self-confidence.
- ___ To improve reality orientation.
- ___ To improve functional math skills.
- X To improve functional reading skills.
- ___ To improve achievement in mainstream.
- ___ To reduce frequency of acting out and/or agressive behavior.
- ___ To improve social interaction skill (adult and/or peer relationships).
- ___ To increase participation in classroom and school activities.
- X To improve physical mobility.
- ___ To develop self-help skills.
- ___ To improve pre-vocational skills.
- X To improve vocational skills and provide work stations.
- X To provide on-the-job training.
- ___ To improve home/school communication.
- ___ To improve gross-motor skills.
- ___ To improve fine-motor skills.

Other:

Review Date: Spring 1984 (Place date and yes or no if goals are achieved according to short term objectives or review date.)

The IEP is an educational and related services plan and not a binding contract for which the school is responsible if the child does not achieve the growth projected in the goals and objectives. However, the school system will provide those services listed on the IEP.

I understand that short term instructional objectives which must be measurable intermediate steps between the present level of educational performance and the annual goals will be developed within 30 days of the projected date for initiation with permission of parents.

I have seen and understand the IEP for my child. I have been informed and understand my right to initiate a formal due process hearing if I disagree with my child's IEP. I have been informed of all the procedures applicable to such a hearing.

8/30/83
(Date)

Charles Jones
(Parent's Signature)

Documentation of attempts to involve parents in IEP development.

Present: Principal
Sp. Ed. Coord.
Teacher
Parent
Counselor
School Psy.
Sp. Ed. Teacher
Other David Jones

Date: Letter sent
Home Visit
Phone Call
Other

After reviewing David Jones' long term IEP, you can see that he has a good personality, and, despite his handicap, enjoys working with people. However, due to his love for people and his enjoyment of activity he has neglected to develop good reading and reading comprehension skills. The fact that he is working in his uncle's service station indicates that his personality seems to have compensated for his physical handicap.

David has enrolled in your Marketing and Distributive Education program. He plans to continue to work for his uncle and take over its operation when his uncle retires. You, along with special education personnel, devised David's short term instructional objectives -- the areas David would be concentrating on in service station sales.

Documentation of Attempts to Involve Parent/Guardian in Development of Short Term Instructional Objectives

Date	Comment

COUNTY SCHOOL SYSTEM

SHORT TERM INSTRUCTIONAL OBJECTIVES

Petroleum Sales
PROGRAM

Note: Complete staffing and documentation information if developed separately from Total Service Plan. Short term objectives must be developed prior to placement.

Date of Short Term Instructional Objectives Staffing: August 30, 1983

Committee Members Present at Short Term Instructional Objectives Staffing:

	Name	Title
1.		Carter, teacher
2.		R.V.I. teacher
3.		Sp. Ed. Coord.
4.		Student

Student: David Jones

Person to Provide Service:

Short Term Instructional Objectives	Criteria for Mastery	Date Reviewed	Method of Evaluation	Mastery Yes	No
1. The student will be able to open and close a cash register without error.	without error		Performance test	1.	1.
2. The student will be able to service automobiles at the island.	80pts/100		Performance scale	2.	2.
3. The student will be able to make change on cash sales.	without error		Performance scale	3.	3.
4. The student will be able to complete credit card sales.	without error		Performance scale	4.	4.
5. The student will be able to obtain product information and communicate the information to customers.	70% accuracy		Test grades	5.	5.
6. The student will be able to perform basic maintenance procedures on automobiles according to manufacturers specifications.	80pts/100		Performance scale	6.	6.
7. The student will be able to complete daily, weekly and monthly records.	70% accuracy		Test grades	7.	7.
8. The student will demonstrate the ability to sell auto accessories and related items.	80pts/100		Performance scale	8.	8.

SITUATION 3: Jerome James

Jerome is a special needs student. Please review his long term IEP to learn more about him.

Long Term
Individualized Education Plan (IEP)

Student: Jerome James **Date:** 10-30-83

School: Central High School **DOB:** 10-10-65 **Age:** 18

Present Levels of Educational Performance:

Academic

WRAT: Date 5-8-83, Reading 9.3, Spelling 9.8, Arithmetic 9.9

PIAT: Date 5-8-83, Math 10.1, Reading Recognition 10.3, Reading Comprehension 9.9
Spelling 8.9, General Information 11.0, Total Test 10.1.

MAT: Date ________, Total Reading _____, Total Arithmetic _____

Gaites: Date ______, ________________________

Other: WISC-R Date 11-15-83, V-120, P - 158, IQ 125

Other: ________________ Date ________, ________________________

Social Adaptation

Alpern Bell: Date 5-16-83, Shows improved behavior and seeks less attention by other people.

Walker: Date ______, ________________________

Vineland: Date ______, ________________________

Other: ________________ Date ________, ________________________

Pre-Vocational Skills

Evaluated by Voc. Rehab. after a hunting accident and shows skills and aptitude in the area of music. He plays several wind instruments and has performed on a few occasions with his parents in a night club show. He has an interest in either hotel management or in performing in hotel lounges.

Psychomotor or Physical Education Skills

Student has a decided limp caused by a shooting accident while hunting. He is able to move around without assistance, but sometimes limps excessively to gain attention. Psychologically he believes that people should "look after him".

Self-Help Skills

Jerome has learned to walk very well through physical therapy. With practice, exercise and concentration he may be able to eliminate the major part of his visible handicap

Annual Goals: Specific Education Services
Program and Amount of Time in Special and Regular Education

	Self-Contained	Resource	Itinerant	Reg. Ed.	Voc. Ed.	Initiation Date	Duration Date
EMR							
SLD							
BD							
Speech							
Gifted							
H/H (Other Health Impaired)							
M/H							
SMR							
TMR							
Visually Imp.							
Hearing Imp.							
Other Physical therapy			1 hr week		10 hrs week	8-28-84	1 yr
R.V.I.		3 hrs week				8-28-84	1 yr
Psychologist			1 hr week		10 hrs week	8-28-84	1 yr

Page 2

Transportation ____________________
Physical Therapy once a week at Voc. Rehab. Center
Occupational Therapy ____________________
Vocational Rehabilitation once a week psychological counseling
Rutland Center ____________________
GRC ____________________
Other ____________________

Type P.E. Program: Mainstream ____________________ Other N/A

Long-Term educational goals appropriate for specific needs of student:
(The checked items are the goals appropriate for Jerome James specific educational needs.)

____ To improve math calculation skills.
____ To improve math reasoning skills.
____ To improve oral expression.
____ To improve basic reading skills.
____ To improve reading comprehension skills.
____ To improve written expression skills.
____ To improve listening comprehension skills.
____ To improve visual-motor skills.
____ To improve language/communication skills.
X To improve classroom behavior.
X To improve ability to follow directions.
X To improve self-confidence.
____ To improve reality orientation.
____ To improve functional math skills.
____ To improve functional reading skills.
____ To improve achievement in mainstream.
X To reduce frequency of acting out and/or agressive behavior.
X To improve social interaction skill (adult and/or peer relationships).
X To increase participation in classroom and school activities.
____ To improve physical mobility.
____ To develop self-help skills.
X To improve pre-vocational skills.
X To improve vocational skills and provide work stations.
____ To provide on-the-job training.
____ To improve home/school communication.
____ To improve gross-motor skills.
____ To improve fine-motor skills.

Other: ____________________

Review Date: May 1984 (Place date and yes or no if goals are achieved according to short term objectives or review date.)

The IEP is an educational and related services plan and not a binding contract for which the school is responsible if the child does not achieve the growth projected in the goals and objectives. However, the school system will provide those services listed on the IEP.

I understand that short term instructional objectives which must be measurable intermediate steps between the present level of educational performance and the annual goals will be developed within 30 days of the projected date for initiation with permission of parents.

I have seen and understand the IEP for my child. I have been informed and understand my right to initiate a formal due process hearing if I disagree with my child's IEP. I have been informed of all the procedures applicable to such a hearing.

10/30/83 (Date)
Carl James (Parent's Signature)

Documentation of attempts to involve parents in IEP development.

Present: Principal ____________________
Sp. Ed. Coord. ____________________
Teacher ____________________
Parent Mr. & Mrs. Carl James
Counselor ____________________
School Psy. ____________________
Sp. Ed. Teacher ____________________
Other ____________________

Date: Letter sent 8-24-83
Home Visit ____________________
Phone Call ____________________
Other ____________________

After reviewing Jerome James' long term IEP, we can see that he has a physical handicap, however, the related psychological factor may be of greater concern. Jerome's integration into the regular program may require psychological counseling along with his physical therapy. Efforts should be directed at modifying his behavior toward his handicap as well as toward what he believes people should do for him. It is obvious that he is using his unfortunate accident and his handicap to deal with people on a daily basis. Once his psychological problem has been successfully addressed, he may be able to eliminate the major portion of his physical problem.

Jerome has enrolled in a specialized program in hotel/motel and tourism. He feels that through his training in this area he can move into hotel/motel management or into the entertainment field. His marketing teacher, special education personnel and the vocational rehabilitation staff have jointly devised his short term instructional objectives. Please review Jerome's short term IEP to find out more about his problem.

Documentation of Attempts to
Involve Parent/Guardian in
Development of Short Term
Instructional Objectives

Date **Comment**

______ ______________
______ ______________
______ ______________
______ ______________

COUNTY SCHOOL SYSTEM

SHORT TERM INSTRUCTIONAL OBJECTIVES

Marketing and Distributive Education
PROGRAM

Note: Complete staffing and documentation information if developed separately from Total Service Plan. Short term objectives **must** be developed prior to placement.

Date of Short Term Instructional .
Objectives Staffing: September 8, 1983

Committee Members Present at Short Term Instructional Objectives Staffing:

Name	**Title**
1. Jason Carter	MDE Teacher-Coord.
2.	RVI Teacher
3.	Sp. Ed. Coord.
4. June James	Parent

Student: Jerome James

Person to Provide Service:

Short Term Instructional Objectives	Criteria for Mastery	Date Reviewed	Method of Evaluation	Mastery	
				Yes	No
1. The student will be able to demonstrate knowledge of front desk procedures.	[illegible]		Test grades	1.	1.
2. The student will be able to register guest in sleeping rooms.	80pt/100		Performance scale	2.	2.
3. The student will be able to complete required report for hotel/motel front desk operation.	80pt/100		Performance scale	3.	3.
4. The student will be able to handle customer complaints.	75pt/100		Performance scale	4.	4.
5. The student will be able to make change on cash sales.	without error		Performance scale	5.	5.
6. The student will be able to open and close a cash register.	80pt/100		Performance scale	6.	6.
7. The student will demonstrate skills in the use of English grammar.	[illegible]0% accuracy		Test grade	7.	7.
8. The student will demonstrate skills in verbal communication.	80pt/100		Performance scale, OJT	8.	8.
9. The student will demonstrate proper personal grooming, dress and hygiene skills.	85pt/100		Performance scale, OJT	9.	9.
10. The student will demonstrate positive attitudes toward himself, his job and work ethics.	80pt/100		Performance scale, OJT	10.	10.

INSTRUCTIONAL MANAGEMENT INFORMATION

INSTRUCTIONAL MANAGEMENT INFORMATION

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INSTRUCTIONAL MANAGEMENT INFORMATION INTRODUCTION

This section provides information and tools which should be helpful in making your program operate more efficiently.

STUDENT COMPETENCY RECORD INTRODUCTION

On the following pages, a records management tool, the Competency Record, is provided.

The Competency Record is the instrument for documenting individual student competency. This record should be filled out by you, the instructor, upon student mastery of a competency. Not only does the Competency Record serve as a progress indicator to you, but it can also be helpful to potential employers.

STUDENT COMPETENCY CERTIFICATION AWARD

Instructions

Each student should receive a Student Competency Certification record which has been completed by you upon the completion of the general marketing program or at the appropriate exit point. You should duplicate and complete the appropriate occupational cover for the student's area of concentration, the documented competency listings, and the list of jobs by DOT number and title for which the student has demonstrated the required marketing competencies.

FOR FIELD REVIEW ONLY

Student Competency Certification

in

General Marketing

Awarded by

____
(School Name)

Student's Name ______________________ **Dates of Attendance** ______________

Quarters/Semesters Completed ______________ **Clock Hours Enrolled** ______________

Percentage of Program Completed ______________ **Credit Hours Earned** ______________

(School Emblem)

THIS DOCUMENT IS AN OFFICIAL STUDENT RECORD of skills attained in the occupational training program noted above.

General Marketing Student Competencies

Instructor Verification and Verification Date

	Apparel and Accessories	Foods Marketing	Food Services	General Merchandising	Wholesaling	Hotel/Lodging	Petroleum Marketing
Competency Area: Customer Services							
CS-01 Demonstrating an understanding of customer services							
CS-02 Relating the importance of providing customer services							
CS-03 Communicating availability of customer services							
CS-04 Providing selected customer services							
CS-05 Demonstrating positive human relations skills							
Competency Area: Advertising							
AD-01 Demonstrating an understanding of advertising purposes and uses							
AD-02 Comparing media characteristics							
AD-03 Demonstrating an awareness of advertising policies and media used by the training station or potential station							
AD-04 Planning an advertising program					*	*	
AD-05 Identifying psychological concepts that influence advertising							
AD-06 Constructing print advertisements					*	*	
AD-07 Creating electronic advertisements					*	*	
Competency Area: Visual Merchandising							
VM-01 Explaining the role of visual merchandising in marketing							
VM-02 Identifying function of displays							
VM-03 Applying elements of display design							
VM-04 Identifying displays by types							

*Task not required

General Marketing Student Competencies

Instructor Verification and Verification Date

	Apparel and Accessories	Foods Marketing	Food Services	General Merchandising	Wholesaling	Hotel/Lodging	Petroleum Marketing
VM-05 Planning visual merchandising							
VM-06 Identifying tools/materials/equipment needed for visual merchandising							
VM-07 Practicing safety procedures in visual merchandising							
VM-08 Preparing merchandise for display							
VM-09 Constructing background, signs, mannequins for display					*	*	
VM-10 Stripping and installing a window or interior display					*	*	
Competency Area: Materials Handling							
MH-01 Relating the importance of physical distribution							
MH-02 Unloading, checking and moving goods							
MH-03 Preparing and placing price tickets on merchandise					*	*	
MH-04 Storing and maintaining merchandise							
MH-05 Taking inventory and completing stockkeeping reports							
MH-06 Filling orders							
MH-07 Using appropriate materials to properly package merchandise							
MH-08 Routing and loading goods for delivery							
MH-09 Selecting and operating materials and handling equipment							
Competency Area: Sales Promotion							
SP-01 Identifying components of sales promotion							
SP-02 Identifying roles of personnel involved in sales promotion							

*Task not required

General Marketing Student Competencies

Instructor Verification and Verification Date

	Apparel and Accessories	Foods Marketing	Food Services	General Merchandising	Wholesaling	Hotel/Lodging	Petroleum Marketing
SP-03 Understanding coordination of sales promotion activities							
Competency Area: Personal Selling							
PS-01 Relating the role and importance of sales personnel							
PS-02 Developing product fact sheets and product analysis sheets on the features and benefits							
PS-03 Determining sources of prospects and qualifying them							
PS-04 Gathering and organizing preapproach information							
PS-05 Approaching a prospect							
PS-06 Determining a customer's needs							
PS-07 Presenting a sales talk on a product or service							
PS-08 Demonstrating the use of a product or service					*		
PS-09 Handling a customer's questions/objections							
PS-10 Utilizing closing techniques							
PS-11 Employing plus/suggestion techniques					*		
PS-12 Completing sales forms and closing mechanics							
PS-13 Operating a cash register and handling money					*		
PS-14 Developing a plan to followup a sale							
PS-15 Demonstrating techniques to handle business losses							

*Task not required

The certification hereby affixed indicates that the student has been evaluated by business or industrial norms, such as time limits, tolerances, industry specifications or other appropriate standards, and that his or her performance has been found acceptable by the officials named below.

(Instructor)

(Student)

(School Seal or Stamp)

(Administrator)

Dictionary of Occupational Titles job descriptions for which the student is qualified by virtue of competencies attained.

FOR FIELD REVIEW ONLY

Student Competency Certification

in

Apparel and Accessories

Awarded by

____
(School Name)

Student's Name ______________ Dates of Attendance ______________

Quarters/Semesters Completed ______________ Clock Hours Enrolled ______________

Percentage of Program Completed ______________ Credit Hours Earned ______________

(School Emblem)

THIS DOCUMENT IS AN OFFICIAL STUDENT RECORD of skills attained in the occupational training program noted above.

FOR FIELD REVIEW ONLY

Student Competency Certification

in

Food Marketing

Awarded by

(School Name)

Student's Name ______________ Dates of Attendance ______________

Quarters/Semesters Completed ______________ Clock Hours Enrolled ______________

Percentage of Program Completed ______________ Credit Hours Earned ______________

(School Emblem)

THIS DOCUMENT IS AN OFFICIAL STUDENT RECORD of skills attained in the occupational training program noted above.

FOR FIELD REVIEW ONLY

Student Competency Certification

in

Food Services

Awarded by

(School Name)

Student's Name ______________________ Dates of Attendance ____________

Quarters/Semesters Completed ____________ Clock Hours Enrolled ____________

Percentage of Program Completed ____________ Credit Hours Earned ____________

(School Emblem)

THIS DOCUMENT IS AN OFFICIAL STUDENT RECORD of skills attained in the occupational training program noted above.

FOR FIELD REVIEW ONLY

Student Competency Certification

in

Hotel/Motel Marketing

Awarded by

____
(School Name)

Student's Name ______________________ Dates of Attendance ______________

Quarters/Semesters Completed ______________ Clock Hours Enrolled ______________

Percentage of Program Completed ____________ Credit Hours Earned ______________

(School Emblem)

THIS DOCUMENT IS AN OFFICIAL STUDENT RECORD of skills attained in the occupational training program noted above.

FOR FIELD REVIEW ONLY

Student Competency Certification

in

Petroleum Marketing

Awarded by

____

(School Name)

Student's Name ____________________ Dates of Attendance ____________

Quarters/Semesters Completed ____________ Clock Hours Enrolled ____________

Percentage of Program Completed ________ Credit Hours Earned ____________

(School Emblem)

THIS DOCUMENT IS AN OFFICIAL STUDENT RECORD of skills attained in the occupational training program noted above.

FOR FIELD REVIEW ONLY

Student Competency Certification

in

Retail Merchandising

Awarded by

____
(School Name)

Student's Name ____________	Dates of Attendance ________
Quarters/Semesters Completed ________	Clock Hours Enrolled ________
Percentage of Program Completed ________	Credit Hours Earned ________

(School Emblem)

THIS DOCUMENT IS AN OFFICIAL STUDENT RECORD of skills attained in the occupational training program noted above.

FOR FIELD REVIEW ONLY

Student Competency Certification

in

Wholesaling

Awarded by

(School Name)

Student's Name ____________________ Dates of Attendance __________

Quarters/Semesters Completed __________ Clock Hours Enrolled __________

Percentage of Program Completed __________ Credit Hours Earned __________

(School Emblem)

THIS DOCUMENT IS AN OFFICIAL STUDENT RECORD of skills attained in the occupational training program noted above.

FOR FIELD REVIEW ONLY

Student Competency Certification

in

____

Awarded by

____
(School Name)

Student's Name ______________________ Dates of Attendance ______________

Quarters/Semesters Completed ______________ Clock Hours Enrolled ______________

Percentage of Program Completed ______________ Credit Hours Earned ______________

(School Emblem)

THIS DOCUMENT IS AN OFFICIAL STUDENT RECORD of skills attained in the occupational training program noted above.

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CRITERION-REFERENCED TESTING INTRODUCTION

This section provides information on criterion-referenced testing. Types of tests which can be used for criterion-referenced testing are included and examples of tests are also provided.

CRITERION-REFERENCED TESTING

INTRODUCTION

A criterion-referenced test (CRT) compares a student's performance with an established standard of performance. The criterion-referenced test should be criterion-referenced, valid, reliable, standardized and economical. The student should be tested relative to a predetermined criteria rather than to the performance of other students. The CRT is valid only if it is objective and all conditions for testing have been standardized for each student.

The criterion-referenced test items should be developed using the objectives already presented and restating them as questions or requests for performance of skills. The results of the CRT should be used to determine whether the student has attained an acceptable level of performance and/or whether the student is ready to proceed to the next performance objective. CRTs should be used throughout a training program to evaluate the performance objectives.

The types of tests which can be used include the following:

.written
.oral
.performance

WRITTEN TESTS

The written test can be the most objective type of test in terms of scoring. Also, many students can be tested at the same time. Diagrams or illustrations can be used to support the tests. The only disadvantage with written tests is that they cannot measure the student's ability to actually perform a task. The principal use of written tests is to test the student's knowledge of the subject.

Several steps which can be used in developing a criterion referenced test include the following:

1. Items should be leveled according to the type of learning they represent.
2. Try out the item by asking it of those who know the answer and new students who shouldn't know it.
3. Keep possible responses to the point to avoid confusion.

4. Each item should be independent of all other items.
5. Each item should be at the appropriate reading level and clearly stated.
6. Double check to be sure the answer is correct.
7. The item should reflect and cover the objective and content which has been taught.

Some types of written test items which can be used are multiple choice, completion and matching. Examples of each are shown below.

Matching:

1. sales clerk
2. cashier
3. teller
4. stock clerk

____ a. an entry level position in most banks

____ b. individual responsible for seating customers in a restaurant

____ c. position found in retailing which often includes selling, cashiering, and stocking.

Completion:

Displays of specially advertised items used in supermarkets at ends of aisles ________________ .

Multiple Choice:

The most common form of ownership for large stores is the:

(a) corporation
(b) partnership
(c) individual proprietorship

Students can also be asked to identify parts of equipment, etc. through the use of diagrams and illustrations.

ORAL TESTS

Oral tests should be prepared in the same manner as written tests except that they will require an oral response. In oral testing, specific questions could be asked which would require short answers. Occasionally, it might be necessary for the student to demonstrate his/her knowledge. If the oral test questions are developed with an objective scoring system, they can be used as criterion tests.

PERFORMANCE TESTS

Performance tests are tests which require the student to perform specific tasks.

Performance tests can often be administered to several students at once if the testing procedure is set up in a rotation order. For example, three work stations could be provided so that each student involved is performing a different task at a separate station. Once finished, the student moves on to the next station and the next task. This method of testing decreases the amount of time the instructor would otherwise spend watching each student perform each task separately.

Some steps which are helpful in preparing performance tests include the following:

1. Specify the objectives to be measured
2. Describe exactly what you wish to test
3. Devise the test situation or problem
4. Make a list of tools, equipment and materials
5. Prepare directions for administering the test
6. Develop a scoring system for the test
7. Choose the evaluation instrument to be used
8. Prepare the evaluation instrument
9. Review the test - prepare a plan to check for reliability and validity.

A sample page of instructions for a performance test is shown below.

PERFORMANCE TEST

(Sample Instructions for a Performance Test)

MARKETING APPLICATIONS ______________________________
(Student Name)

Performance Test - Visual Merchandising

MATERIALS AND EQUIPMENT LIST

- Pencil and Paper
- Display Materials and Equipment (dependent on type of display)
- Tools: tacker, ruler, chalk, scissors, hammer

OBJECTIVES:

You will remove, plan, install and evaluate displays. The objective is met when you perform the above actions within the time limits and with an accuracy of 100%.

INSTRUCTIONS:

This is a performance test with four related parts. You will be given two hours to complete the test. All necessary equipment and materials will be available.

When you have completed a part and the test indicates for you to "call the instructor", raise your hand immediately. An instructor will be available to evaluate your work to that point, and tell you to progress (as appropriate), with minimal loss of time.

Should you have any equipment problems, or questions at any time, feel free to call the instructor immediately so that your time will not be wasted.

DO NOT START THE TEST UNTIL THE INSTRUCTOR INDICATES THAT YOU MAY BEGIN!!

PERFORMANCE TEST

VISUAL MERCHANDISING - Part 1

Objectives: You will draw a thumbnail sketch of the display you plan to install and outline your plan to install the display. You will be evaluated on your demonstration of the following:

Power to attract attention
Selling power
Design principles
Proper sequencing of plan

Plan____
____
____
____
____
____
____
____

Note: When you have completed your thumbnail sketch and plan, call the instructor.

Three types of evaluation instruments are: the scorecard, the checklist and the rating scale. Examples of each are shown on this and the next two pages.

SCORECARD

Time Start _____
Time Stop _____
Grade _____

Unit: ______________________________

Unit: Remove a display, install a new display and evaluate the overall effectiveness of the display.

Directions: Score yourself from 1 to the highest possible score. Ask the instructor to the same. You must acheive the minimum score for each criteria for successful mastery of the objective.

PERFORMANCE INDICATORS	Std. Score	Min. Score	Self Score	Instr. Score
a. Proper sequencing of plan	5	2		
b. Preparation of merchandise to be displayed	15	10		
c. Proper romoval of display	10	8		
d. Accuracy in determining order in which to install display	10	8		
e. Proper installation of display	15	12		
f. Safety performance in use of tool and equipment	10	7		
g. Evaluation of power to attract attention	5	3		
h. Evaluation of selling power	5	3		
i. Evaluation of craftsmanship	5	3		
j. Arrangement shows design principles	5	3		
k. Cleanliness and lighting	5	3		
l. Time taken to complete job	15	8		
TOTALS	100	70		

Student Signature ________________________

Instructor Signature ________________________

CHECKLIST

Time Start ______
Time Stop ______
Grade ______

Unit: Visual Merchandising

Unit: Remove a display, install a new display, and evaluate the overall effectiveness of the display.

Directions: Place an (x) in the column that best describes the quality of your work. Ask your instructor to do the same.

PERFORMANCE INDICATORS	Student Check			Instructor Check		
	Poor	Avg.	Excel.	Poor	Avg.	Excel.
a. Is the display installation planned properly?						
b. Is the mechandise to be displayed prepared properly?						
c. Was the display removed properly?						
d. Are proper techniques used in installing the display?						
e. Does the display indicate craftsmanship?						
f. Does the display attract attention?						
g. Does the display have selling power?						
h. Does the display show design principles?						
i. Is the display clear?						
j. Is the display well lighted?						
TOTALS						

Student Signature ____________________

Instructor Signature ____________________

RATING SCALE

Time Start ____
Time Stop ____
Grade ____

Unit: ______________________________

Unit Objective: Remove a display, install a new display and evaluate the overall effectiveness of the display.

Directions: Place the rating you select in the last column on the right under "My Score". If the rating falls between 1 and 2, it will be evaluated as poor, 3 and 4 will be average, and 5 will be excellent. Use a number for the rating.

				My Score	Instr. Score
a.	Poor planing skills	Average planning skills	Excellent planning skills		
b.	Poor merchandise preparation	Average merchandise preparation	Excellent merchandise preparation		
c.	Poor display removal/ installation techniques	Average display removal/ installation	Excellent display removal		
d.	Performs work in unsafe manner	May cause an accident to self or others	Performs work safely		
e.	Cannot demonstrate use of design principles	Average use of design principles	Excellent use of design principles		
f.	Poor craftsmanship	Average craftsmanship	Excellent craftsmanship		
			TOTALS		

Student Signature ____________________

Instructor Signature ____________________

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This section provides a list of references used in the marketing content on the Unit Guides. Also included are references for each of the curriculum guide sections.

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GEORGIA PERFORMANCE STANDARDS REQUIRED FOR GRADUATION INTRODUCTION

On the following pages, the Georgia Performance Standards for Graduation are presented. The major thrust of these standards is that Georgia secondary schools should assist students in becoming competent in adult life role skills in addition to academic and vocational skills. This section details those adult life role skills and discusses various methods in which they can be implemented into vocational programs.

GEORGIA PERFORMANCE STANDARDS REQUIRED FOR GRADUATION

INTRODUCTION

The Georgia Board of Education Policy IHF, a plan for all Georgia secondary schools, was adopted in March 1980. With its passage, secondary schools have found it necessary to comply with the requirements set forth by the plan. The major thrust of Policy IHF is that Georgia seocndary schools assist students in becoming competent in adult life role skills. As a result, instructors must teach those adult life role skills necessary to survive in our society in addition to their regular academic or vocational curriculum.

TOPICS COVERED IN THIS SECTION

1. What are adult life role skills?
2. How can adult life role skills be integrated into vocational programs?

WHAT ARE ADULT LIFE ROLE SKILLS?*

Adult life role skills are those skills which are necessary for survival in our society. In Policy IHF, students are required to demonstrate competence in the adult life role skills of learner, individual, citizen, consumer and producer.

LEARNER

Citizens should demonstrate competence in the areas of reading, writing, mathematics, speaking and listening and problem solving.

A. Competency 1: Reading

Students will demonstrate competence by the ability to read, understand, interpret and use written materials in the context of academic problems, everyday tasks and employment activities.

Performance Objectives:

1. Distinguishes between fact and opinion.
2. Interprets semantic relationships.
3. Recognizes explicitly stated main ideas, details, sequence of events, and cause and effect relationships.
4. Follows directions.
5. Interprets figurative language.
6. Recognizes propaganda techniques.
7. Recognizes implicitly stated main ideas, details, sequence of events and cause and effect relationships
8. Makes predictions, generalizations and comparisons.
9. Draws conclusions.
10. Interprets graphic information, instructions and labeling information, forms and applications, transportation information and occupational and career information.
11. Recognizes relevance of data.
12. Recognizes appropriate reference resources.
13. Locates information in reference materials.

B. Competency 2: Mathematics

Students will demonstrate competence by the ability to understand and employ basic mathematical concepts and operations in the context of academic problems, everyday tasks and employment activities.

Performance Objectives:

1. Translates from words to numerals and the reverse.
2. Orders fractions, decimals or percents.
3. Translates from decimals to percents and the reverse
4. Translates from fractions to percents and the reverse
5. Translates from fractions to decimals and the reverse.
6. Selects appropriate operations for a given problem situation
7. Computes with whole numbers, fractions, decimals and percents
8. Applies properties of operations.
9. Solves simple word problems.
10. Applies proprotions.
11. Applies formulas.
12. Computes the mean and median.
13. Determines probabilities.
14. Organizes the data into tables, charts, and graphs.
15. Interprets data in the form of tables, charts, and graphs.

16. Identifies customary or metric units to measure to determine length, area, volume, weight time and temperature.
17. Applies customary or metric units of measurement to determine length, area, volume, weight, time and temperature.
18. Estimates numbers (results) using round numbers, with or without units of measurement.
19. Determines amounts of money.
20. Identifies sets of points using standard names.
21. Identifies geometric relations and properties
22. Identifies points on cartesian coordinates.

C. Competency 3: Problem Solving

Students will demonstrate competency by the ability to evaluate, analyze and draw conclusions from situations presented in the context of academic problems, everyday tasks and employment activities.

1. Distinguishes between fact and opinion.
2. Recognizes main ideas, details, sequences of events, and cause and effect relationships.
3. Recognizes appropriate reference sources.
4. Locates information in reference materials.
5. Estimates outcomes, with or without units of measurements.
6. Draws conclusions.
7. Interprets non-graphic instructions, labels, forms and applications.
8. Recognizes relevance of data.
9. Organizes data into tables, charts and graphs.
10. Interprets data in the form of tables, charts, and graphs.
11. Makes predictions, generalizations and comparisons
12. Solves simple word problems.

D. Competency 4: Writing

Students will demonstrate competency by the ability to select, organize and compose written material in the context of academic problems, everyday tasks and employment activities. Indicators of writing include such skills as composing sentences, organizing information and writing paragraphs.

E. Competency 5: Speaking and Listening

Students will demonstrate competency by the ability to receive and transmit oral and aural communication in the context of academic problems, everyday tasks and employment activities.

Indicators of speaking and listening may include interpreting aural communications, composing oral directions and questions and using formal and informal speaking styles.

INDIVIDUAL

Citizens should have the skills and understanding necessary to improve both physical and mental health. They should be able to use leisure time in a manner which is profitable and fulfilling. They should be able to establish a personal family role which is mutually beneficial to them and to members of their family.

A. Competency 1: Health and Safety

Performance Objectives:

A-1 Identifies causes, symptoms, and methods of prevention and treatment for major non-communicable diseases.

A-2 Recognizes information about and identifies causes, symptoms, and possible outcomes of the use of potentially harmful substances.

A-3 Demonstrates knowledge of principles and practices related to personal health.

A-4 Demonstrates knowledge of human reproduction, growth, and development.

A-5 Demonstrates knowledge of mental health principles and practices.

A-6 Identifies causes, symptoms, and methods of prevention and treatment for major communicable diseases.

A-7 Demonstrates knowledge of environmental factors and their influence on physical and mental health.

A-8 Demonstrates a knowledge of physical fitness principles and their relationship to health.

A-9 Demonstrates knowledge and skills related to sound nutrition principles and practices.

A-10 Demonstrates knowledge and skills related to safety principles and procedures.

A-11 Demonstrates knowledge of first aid principles and procedures.

B. Competency 2: Leisure Time Activities

Performance Objectives:

B-1 Demonstrates knowledge and identifies skills needed to participate in a variety of leisure activities.

B-2 Identifies community agencies and facilities which provide vocational, self-improvement, recreational and entertainment opportunities.

B-3 Demonstrates skills and knowledge associated with decisions related to personal and family travel and transportation.

B-4 Recognizes the contributions of leisure time activities to physical and mental health.

C. Competency 3: Family and Community Living

Performance Objectives:

C-1 Identifies knowledge and skills necessary for developing good relationships with family members and others.

C-2 Demonstrates knowledge related to family planning alternatives and identifies consequences of individuals' responsibilities for sexual activity.

C-3 Recognizes sound principles and practices related to parental responsibilities and child care.

C-4 Identifies the consequences of behaviors related to personal relationships and decision making.

CITIZEN

Citizens should have the skills and understanding to become a responsible member of society, both using and contributing to society in an appropriate manner and interacting with the environment in a responsible way.

D. Competency 1: American Political and Economic Systems

Performance Objectives:

D-1 Demonstrates knowledge of the structure, function and relationships of local, state and national governments.

D-2 Recognizes the kinds, purposes, and uses of taxes.

D-3 Identifies characteristics of and makes comparisons among major types of economic systems.

D-4 Identifies and compares economic problems of world societies.

D-5 Demonstrates knowledge of basic economic principles.

D-6 Demonstrates knowledge of human interdependence and the manner in which relations with other nations are developed and maintained.

D-7 Identifies contributions to the development of our country and culture by peoples from many nations and ethnic groups.

D-8 Identifies characteristics of and makes comparisons among major types of political systems.

E. Competency 2: Citizen Rights and Responsibilities

Performance Objectives:

E-1 Demonstrates knowledge and skills related to a citizen's legal rights and responsibilities.

E-2 Identifies the structure, purpose and process of the American legal system.

E-3 Demonstrates knowledge and skills needed to use and interpret basic legal documents.

E-4 Demonstrates knowledge of the causes of, solutions to, and prevention of environmental and societal problems.

F. Competency 3: Citizen Participation

Performance Objectives:

F-1 Demonstrates skills and knowledge needed to engage in and influence decision making in the American political system.

F-2 Identifies civic responsibilities of individuals and recognizes ways these responsibilities may be met.

PRODUCER

Citizens should have the skills and knowledge necessary to select and pursue a career which reflects personal interest and abilities. They should also have the skills needed to pursue a new career should a situation arise which dictates a change

G. Competency 1: Career Decision Making

Performance Objectives:

G-1 Identifies realistic plans for attaining tentative career goals.

G-2 Matches individual characteristics, interests, and abilities with career characteristics and requirements.

G-3 Identifies steps involved in making a career choice.

G-4 Identifies and compares income benefits and expenses associated with various occupations.

G-5 Identifies factors which affect career and job satisfaction.

G-6 Recognizes factors beyond an individual's control that affect career choices.

G-7 Identifies sources of information and assistance for career decision making.

H. Competency 2: Job Acquisition and Retention

Performance Objectives:

H-1 Recognizes and uses sources of information and assistance for finding employment.

H-2 Identifies characteristics and behaviors necessary for job success and advancement.

H-3 Recognizes behaviors and skills necessary for a successful job interview.

H-4 Recognizes information and demonstrates skills needed to complete employment documents.

I. Competency 3: Career Mobility

Performance Objectives:

I-1 Identifies events or conditions that may necessitate career change.

I-2 Identifies opportunities for advancement in various occupations.

I-3 Identifies ways for re-training for job advancement or career change.

I-4 Identifies personal skills needed to prepare for and cope with career change.

CONSUMER

Citizens should have the skills and knowledge to be an informed consumer in order to use available resources in an efficient and beneficial manner.

J. Competency 1: Personal Resource Management

Performance Objectives:

J-1 Demonstrate skills and knowledge related to developing and maintaining a personal budget.

J-2 Demonstrate skills and knowledge for preparing, checking and maintaining accurate financial forms and records.

J-3 Recognizes the effects of national economic conditions on individual money management.

J-4 Identifies sources of information and assistance with management of personal resources.

J-5 Demonstrate skills and knowledge required to seek out information and make decisions associated with the purchasing of goods and services.

J-6 Computes and compares costs of various alternatives related to housing.

J-7 Recognizes purposes, methods, and information related to the use of savings and checking accounts, securing loans, and investing.

J-8 Demonstrates knowledge related to selecting and analyzing insurance coverage.

J-9 Identifies purposes, methods, and costs involved in credit purchases.

K. Competency 2: Consumer Rights and Responsibiliites

Performance Objectives:

K-1 Identifies rights and responsibilities related to financial transactions among individuals, institutions and companies.

K-2 Recognizes an individual's rights and responsibilities in establishing and maintaining credit ratings.

K-3 Demonstrates skills and knowledge about the rights and responsibilities of a consumer making purchases.

K-4 Distinguishes between fact and opinion and recognizes various promotional tactics related to sales and advertising.

K-5 Interprets consumer protection information and documents related to purchases.

HOW CAN ADULT LIFE ROLE SKILLS BE INCORPORATED INTO VOCATIONAL PROGRAMS?

As a vocational instructor, you are in an ideal position to constantly reinforce adult life role skills. Activities which will assist students in achieving the performance objectives of the learner, individual, citizen, consumer and producer saturate vocational programs.

A complete listing of performance objectives for the adult life role skills was previously presented. The feasibility of covering every skill in your program is highly improbable. However, many adult life role skills are applicable to vocational programs in that they are directly related to different aspects of employment.

In a lab set up as a business, as illustrated in the EMPLOYABILITY SKILLS SECTION, students must become aware of many aspects of a business. For example, students will need to know about items such as decision making, operating the economics of the business, legal responsibilities of the busienss and making financial transactions.

Other activities which could potentially be incorporated into vocational programs are provided on the following pages.

THE LEARNER

READING

Have the student:
- -- follow directions and
- -- interpret graphic information; instructions and labeling information; forms and applications; transportation information; and occupational and career information.

MATHEMATICS

Have the student:
- -- select appropriate operations for a specific problem situation and
- -- apply formulas.

PROBLEM SOLVING

Have the student:
- -- estimate outcomes, with or without units of measurements and
- -- distinguish between fact and opinion

WRITING

Have the student:
- -- fill out job applications and
- -- compose a resume

SPEAKING AND LISTENING

Have the student
- -- compose oral directions and
- -- participate in a simulated interview.

THE INDIVIDUAL

Have the student:
- -- practice good grooming and
- -- know and understand safety procedures and principles

THE CITIZEN

Have the student:

-- become familiar with the kinds, purposes and uses of taxes and
-- become familiar with legal rights (theirs and others)

THE PRODUCER

Have the student:

-- match personal interests and characteristics with a potential job and
-- become familiar with skills necessary for finding and keeping a job.

DAILY LESSON PLAN INTRODUCTION

A daily lesson plan, a tool developed to aid the instructor with planning instructional strategies, is presented on the following two pages. Unit guide sheets can be adapted to the daily lesson plan with minimum modifications.

GLOSSARY

GLOSSARY

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GLOSSARY INTRODUCTION

The Glossary section is divided into two parts, TERMS - PART ONE and TERMS - PART TWO. Part One provides definitions for terms that are included in Curriculum Development Standards and Specifications, a document issued by the Vocational Division of the Georgia Department of Education. These terms relate to the broad area of vocational education. Part Two provides definitions for terms related to the curriculum guide but not included in Part One. You may desire to add more terms to the listings provided.

TERMS - PART ONE

AMPLITUDE - (When referring to recording) Refers to level of signal.

ARTICULATED PROGRAM - A curriculum program which provides for a continuous progression from secondary to postsecondary levels of training.

ASSEMBLE EDIT - (When referring to video recording) Refers to video tape editing where there is no continuous previously recorded "control track." Recording new audio and video information from one tape to another.

ASSIGNMENT INFORMATION SHEET (TEXT) - A sheet containing specific text page numbers for assignments from commercial texts and manuals used in a given program.

AUDIOVISUAL SUMMARY SHEEET - A list of audiovisuals for a given program wherein information is given regarding the presentation titles, whether the presentations are stated-developed or commercial, state numbering for each presentation, source of commercial presentations and other related information.

BASIC SKILLS - "Skills which enable one to address effectively and efficiently the decisions and opportunities presented in a technological, urban, free society." (Policy IHF), the role of learner.

BLEED AREA - In printing, the area of image that will be trimmed after printing.

CAMERA READY - Indicates that the copy is either original typed of typeset copy, drawings, etc. or of equivalent quality as to contrast, cleanliness, sharpness, layout, etc, so that for printing, a high quality plate can be made, and for photographic purposes, material will photograph well.

COMPETENCY - A combination of related tasks, generally equate to an assignment received by a worker on the job. A cluster or grouping of related tasks. The ability (knowledge, skills and attitudes) to perform a group or cluster of related tasks required to complete a designated activity according to occupational standards.

COMPETENCY BASED INSTRUCTION - Instruction which derives content from tasks performed in a given occupation/job and in which students are assessed for their performance on the basis of present occupational performance standards. Student performance and knowledge is individually evaluated against stated criteria, rather than against group norms.

COMPETENCY RECORD - A document or certificate which delineates the competencies that a student has acquired and proven by performance against industrial norms and to the satisfaction of the instructor and/or other officials signing the document. A record which is useful for articulation purposes, for providing information to potential employers, for tracking student progress, etc.

COMPLIANCE STATEMENT(S) - Statements included in state-developed curriculum documents which indicate that there is compliance with federal and other regulations related to non-discrimination, both in policy and in practice.

COURSE - Training wherein a grouping of competencies which have a common knowledge base, or are within a given domain are covered.

CRITERION-REFERENCED MEASURE - An exercise based upon a performance objective, the accomplishment of which measures attainment of that objective, a criterion-referenced measure as opposed to a "norm" based measure.

CRITERION REFERENCED TEST - Sometimes referred to as criterion-referenced measure, final evaluation, final assessment, criterion exam, or checkout activity, one connotation is that it is a test designed to measure student competencies based on job or industrial standards. Another connotation is that it is an evaluation of student performance of knowledge of a task according to the conditions and standards stated in the performance objective.

D.O.T. CODE - Abbreviation for dictionary of occupational titles code. This document provides nine-digit codes identifying each occupation.

ESTABLISHING SHOT - (As used in videotaping) Refers to the opening shot in a given scene which established reference points within the scene for shots that follow.

EXIT POINT - A predetermined point within an instructional program in which a student may exit with the essential competencies for a specific job, usually defined in terms of D.O.T. and/or office of education (O.E.) codes.

FIELD REVIEW - Generally, a review of newly developed materials by those with industrial and/or instructional and content expertise for the purpose of evaluating the materials and providing useful feedback to the developers of the materials.

FIELD TEST - The evaluation of instructional materials in selected programs, under actual teaching conditions.

FIELD TEST PRODUCTS - Newly developed instructional materials which are in proper formats and are at the stage of development just prior to finalizing into finished, repreducible form, (i.e. to finalize only requires incorporating information, correction and/or modifications indicated through field testing.)

HORIZONTAL FORMAT - (When referring to 35mm slides) Refers to slides in which the picture content is such that the top and bottom of the picture are adjacent to the longer slides of the slide-frame "window" and the left and right sides of the picture are adjacent to the shorter sides of the slide-frame window.

IMAGE AREA - The area in printed or photographic materials that "should show" in the finished product. That part of the print, illustration, etc. which appears within the boundaries or limits of the printed pate, projected slide, etc. usually, the image area has defined dimensional limits for any given medium.

INSERT EDIT - (As used in videotaping) Refers to an edit used in an existing control tract is used from the existing "slave tape", and it is desired to retain existing audio or video on the slave tape and to insert audio only -- video only -- or any combination of these.

LIFE COPING SKILLS - Those skills which enable a person to perform in the roles of individual, citizen, consumer, and producer.

MASTERS - (When referring to printed or photographic materials) Refers to the printed or photographic materials which are used in order to reproduce or make copies. The original or best copies, from which copies are made.

MAJOR BLOCK - A complete set of training units or modules of learning covering a major segment of phase of the discipline being taught, for example, in automotive mechanics, power transmission would be considered a major block. In welding, oxyacetylene welding would be considered a major block or phase, etc.

MINOR BLOCK - A segment of training consisting of one or more units of modules of training which cover a major division or topic within a major block. For example, overhauling the differential would be considered a minor block within the major block entitled power transmission.

MIXED (OR MIXING) - (When referring to audio recording) Refers to combining two or more sound sources on to one track of the recording tape. For example, mixing voice "above" music (or music "under" voice). Mixing required adjustment of the various sound sources to proper levels for best effect.

PACKAGE ENGINEERING - The process of planning packaging of instructional materials for consistency in packages, (for shipping purposes), so that for a given program all audiovisuals may be in package #1; all student materials in package #2 and instructor materials in package #3 -- For example, each set of instructional materials requires empirically determining the sizes of boxes needed, the number of boxes needed, and the most efficient packaging method. The process of determining these factors is package engineering.

PAGINATION - The sequencing of pages in printed documents to provide proper relationships between pages within the document.

PERFECT BOUND - A binding and cover for documents, generally over 100 pages in length, wherein a special gluing process and overpiece, "wrap-around" cover is used to bind and cover the book or document.

PERFORMANCE OBJECTIVE - Sometimes called behavioral objective, unit objective or competency. An objective stated in such a way as to describe the conditions, the task(s) and the standards that the student must be able to operate under and achieve to verify mastery or attainment of the objective(s). A verbal description of the degree level of knowledge or skills to be acquired by the student for any given unit of training. It must also clarify what measurement criteria and conditions will exist to verify the student's achievement of the desired degree or level of learning.

PERFORMANCE TEST - Sometimes called a performance checklist, instructor checklist, or product checklist. A type of criterion-referenced test that requires the student to actually do a task, under the conditions and at the standard specified in the performance objective. A test entailing not only the ability to answer questions, but measuring the student's ability to operate, manipulate and/or perform a given task, as specified, as well.

PITCH - (When referring to typing) Refers to the number of characters per horizontal inch.

PLASTIC-WRAPPED - (When referring to curriculum materials developed by the state) Indicates a heavy "shrink-wrapped" stack of pages or printed materials, wrapped in plastic for protection and shipping purposes.

PROGRAM (OR TRAINING PROGRAM) - Generally, all of the training available for a given discipline of curriculum. The program may be considered to be comprised of all the student and instructor software, the facilities, the instructor, the equipment and all items and personnel required to carry out a training program for that discipline or curriculum, another meaning is, a planned series of courses.

QUALITY ASSURANCE TRANSMITTAL DOCUMENT - A document used by curriculum or instructional materials developers to affirm that appropriate quality control measures have been used in producing the products prior to being submitted to appropriate state personnel for review. This form shows what is being submitted; who has made the various quality control checks, and the dates upon which those checks were made.

SADDLE STITCHED - A type of document binding for documents, generally less that 100 pages in length, wherein staples are used to hold all the folded pages and the cover together, "at the fold" or center of the document.

SIGNAL TO NOISE RATION - (When referring to recording) Refers, for the purposes of this document, to the desired audio signal level compared to the unwanted signals on the tape, such as background hum, etc.

"WYNC" PULSES - (When referring to cassette tapes used in audiovisuals) Refers to the pulses put on a separate track from the narration and used for the purpose of controlling the advancement of visual media, such as slides, etc.

TASK - (OR UNIT) - A logically related set of actions required for the completion of a job objective, one basic operation, process, skill or knowledge element for which a person would normally be paid for knowing or doing in industry or employment. The smallest division of work in which a measurable output occurs, a logical and necessary step in the performance of a duty. Sometimes the term task is used in reference to a "unit" of training or a given learning module or lesson.

TASK COMPETENCY LISTING - A list which shows competencies versus the tasks of which each competency is comprised: Normally, mastery of two or more tasks are required in obtaining a given competency.

TASK LINKAGE - Refers to the project (or products of the project) that was conducted to identify the relationship between secondary occupational clusters and postsecondary specialized programs. The task was used as a common denominator.

TEXT LISTING SHEET - An information document supplied with a set of curriculum or instructional materials which delineates all the texts used in the program. The editions, publishers and authors area also given.

UNIT - One module of I.I training materials, generally covering one learning task and programmed on one unit sheet.

UNIT SHEET - (FLOW CHART, OR LEARNING ACTIVITY SEQUENCE SHEET) The guide sheet used by students to find out the sequence of learning activities they must follow to complete the unit they are studying. This sheet also defines the types of learning activities involved.

VCC NUMBERING SYSTEM - The state system of 7-digit numbers used for numbering audiovisuals which identifies the programs, the presentations within the programs and the slide number within presentations.

TERMS - PART TWO

A/Vs-AUDIOVISUALS - May refer to any picture and/or sound media. (ie. slides, tapes, filmstrips, 16 mm films, etc.)

CHECKPOINT - A student-instructor interface point wherein the instructor may give the student a test, perform a demonstration, or simply provide the student with additional needed information or instructions. Also a checkpoint may be used for motivational purposes.

CURRICULUM GUIDE - A document containing the objectives, content, organization and structure of an instructional program. It is designed for use by administrators, instructional supervisors and teachers.

DUTY - One of the distinct major activities involved in the work performed. A compilation of related tasks.

"HANDS-ON" - Statement implying the student is physically involved in a learning activity.

IDECC - Interstated Distributive Education Curriculum Consortium has available competency based instructional materials for Marketing related occupations. Competencies are recorded by number and or learning activity package title. IDECC includes both instructor and student materials for each identified competency.

INDIVIDUALIZED INSTRUCTION (I.I.) - A system of instruction allowing a student to progress at his/her fastest rate.

JOB - A specific area of specialization within an occupational field consisting of several closely related duties for which a person would expect to receive renumeration. Should be identified by DOT code.

JOB SHEET - (OR OPERATIONS SHEET) - A project of a performance nature. Generally performed by the student in a lab or shop type environment or in a specialized work area.

LAP - Self contained learning activity packet developed by IDECC.

OCCUPATIONAL CLUSTER - A group of occupations sharing a common core of competencies. Georgia's comprehensive high school vocational program is organized around this concept.

OCCUPATIONAL INVENTORY - A listing of tasks to be performed in a particular occupational area, grouped under duty classifications.

O.E. - Refers to the U.S. Office of Education. O.E. codes are a classification system (taxonomy) for occupational education programs.

OPEN ENTRY - Term meaning that a student may enter the program at any time and does not have to wait for quarter or semester breaks.

OPEN EXIT - Term meaning that a student may leave a program any time he/she completes occupational objectives.

PERFORMANCE GUIDE - A series of steps arranged in a sequence which when completed may result in the performance of a task. Also called teaching steps.

PROGRAM OBJECTIVE - The outcome of a prescribed program of instruction. Usually expressed in terms of the occupation or job for which training is designed. D.O.T. Codes are frequently used to identify program objectives or student exit points.

SELF-PACED - Refers to a student moving through the prescribed training program at the fastest pace at which he/she can meaningfully learn.

SEQUENCING - Putting any set or series of learning activities or tasks into proper order or sequence. Normally arranged from simple to complex within groupings or blocks.

SOFTWARE - Written or printed materials, slides, filmstraps, tapes, etc. When used in conjunction with computers - means programs and accompanying documentation for computers. Sfotware may be stored on cassette tapes, discs, etc.

STUDENT MANUAL - A document designed for use by students in a specific instructional program. It contains unit sheets, references, operational procedures, job sheets, etc.

TASK LINKAGE - A guide to task analysis for compentecy based education in Marketing and Distributive Education in Georgia. The task linkage materials include listings of duties and tasks for various marketing related jobs.

UNIT GUIDE - A curriculum guide sheet that lists a task and objective with the instructional activities, instructional materials, evaluation and approximate time required for a student to successfully complete the task.

V'TECS CATALOG - A comprehensive collection of performance objectives, performance guides, criterion-referenced measures and related data. Organized by a job structure or career ladder within a domain of interest.

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Title II - Ann Lary, Vocational Equity Coordinator
Title VI - Peyton Williams Jr., Associate Superintendent
of State Schools and Special Services
Title IX - Myra Tolbert, Coordinator
Section 504 - Jane Lee, Coordinator of Special Education

Inquiries concerning the application of Title II, Title VI, Title IX or Section 504 to the policies and practices of the department may be addressed to the persons listed above at the Georgia Department of Education, Twin Towers East, Atlanta 30334; to the Regional Office for Civil Rights, Atlanta 30323; or to the Director, Office for Civil Rights, Education Department, Washington, D.C. 20201.

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